| Name of Policy:<br><br>SEND |
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| **Reviewed Edition** | September 2017 |
| **Next Review** | September 2018 |
| **Person responsible for updating policy** | SENCO |
| **Governors' Responsible** | Full |

## Vision Statement

Wallace Fields Junior School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Wallace Fields Junior School every teacher is a teacher of every pupil including those with SEND

## Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).
This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*
Disability: *Many children and young people who have 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*

## Key Roles and Responsibilities

SENCO

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC (Education, Health and Care) plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCO Name: Mrs Corrine King

Contact details: cking@wallacefields.jun.surrey.sch.uk/ 020 8393 0350

SLT Member: Yes

SEN Governor: Mrs Tess Burnett

SEN Teaching Assistants (to work specifically with children with EHCPs) **:** Line Manager Mrs King

Designated Teacher with specific Safeguarding responsibility: Mrs Andrea Day and Mrs Corrine King

Member of staff responsible for managing Pupil Premium/Looked After Child funding: Mrs Corrine King

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mrs Linda Boddy and Mrs Caroline DeVille

## Introduction

How the policy was put together?

This policy was created in partnership with the SEN Parent Forum which includes the Head Teacher, the SEN Governor, SENCO, representative staff, parents and pupils with SEND in KS2. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014)

How can parents access this policy?

- The school website under Our School, Policies, SEND
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

## Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

## Aims and Objectives

Aims

At Wallace Fields Junior School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with parents and with their children
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

## Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre

2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities

3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.

4. To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities

## Identification of Needs

The SEND Code of Practice 0 – 25 (July 2014), states that there are four broad areas of need that should be planned for. In practice individual children often cut across needs in all of these areas and their needs may change over time.

### Communication and interaction

- Communication and Interaction as a category includes pupils with Speech, Language and Communication Difficulties and also those with Autism (across the ability range)
- Pupils with Speech, Language and Communication difficulties are likely to have difficulties as follows:
- Unable to attend in whole class without support. Attention difficulties in small groups and one to one situations. Not developing/using self help strategies to remain focused in any situation
- Difficulty understanding curricular language, literal interpretation. Limited understanding of verbally presented information and understanding of the world.
- Difficulty recounting events, restricted use of vocabulary and unable to link ideas together to form more complex sentences
- Very occasionally physical difficulties may cause intelligibility problems. Intelligibility is affected in stressful situations and when speaking too fast.
- Social interaction is affected with the pupil reluctant to participate in group activities. May be isolated from peers and unaware of social rules and effect of responses on others.
- For pupils with Speech, Language and Communication Difficulties assessment would broadly be expected to show standardised scores of 67 or below and/or percentile ranks below 1.5 %

Pupils with autism may experience difficulties as follows:

- Severe difficulty in adapting to school structures and expectations, with curriculum access restricted despite adaptations made by the school to provide a modified individual pupil approach
- Difficulties with social relationships which may be manifested as; difficulty responding in social situations and to adult instruction, appears aloof or shows markedly inappropriate interactions with other children
- Severely impaired social communication skills requiring intensive programme of intervention. Adaptation of communication by adults is essential.
- A profound impairment of ability to show empathy or to predict the emotional response of others.
- Obsessional adherence to routines. Requires a high level of consistency and routine in order to reduce anxiety and access the curriculum.

**Cognition and learning**

- Learning difficulties covers a wide continuum of need ranging from 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, through to 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; dyspraxia
- For pupils with learning difficulties assessment in standardised tests would broadly be expected to show scores of 67 (with 100 being average) or within the lowest 1.5 %.

**Social, emotional and mental health**

- Difficulties would be expected in three of the following areas. Not all needs must be of the same level of concern.
- Underperformance of serious concern
- Silent or selectively speaking for more than two terms; continuing isolation, avoidance strategies and/or anxiety impairs curriculum access
- Absence from school because of extreme fearfulness or phobia which has not responded to 3 terms of focused intervention
- Multidisciplinary work identified extreme SEN in addition to health and social needs
- Concerns over mental and physical health which severely impede learning
- Multidisciplinary assessment identifies a sudden or deteriorating mental or physical health condition, and that the child is likely to have SEN in terms of the Code of Practice
- Severe and challenging behaviour that has not responded to targeted intervention over time

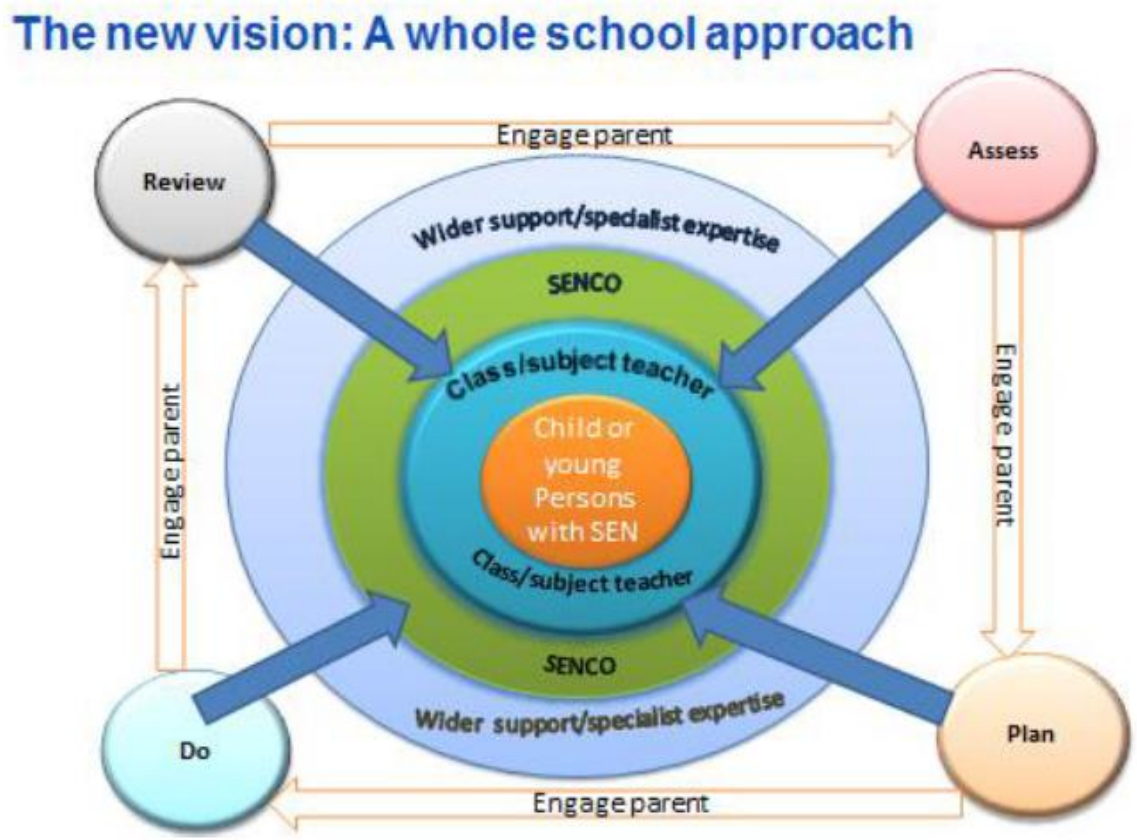
**Sensory and/or physical**

There is a wide spectrum of sensory, multi-sensory and physical difficulties. An EHC plan may be considered for:

- Pupils with severe or profound and permanent hearing impairment, vision impairment or a multi-sensory impairment. Children and young people with a Multi-Sensory Impairment have a combination of vision and hearing difficulties which makes it even more difficult for them to access the curriculum.
- Physical impairments arising from physical, metabolic or neurological causes that lead to complex learning and social needs.

At Wallace Fields Junior School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs

A Graduated Approach to SEN Support




- The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEN
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Children with special and additional educational needs are most often identified by their previous educational settings, and all information is passed on to the school through meetings with the SENCOs, and with the children's parents and teachers.
- Where children have not already been identified, rigorous systems are in place. All the children are re-tested when they begin year 3 on the key stage one tests, the score are then compared with the previous scores and extra support can be put in place for those who need it.
- Children are then retested throughout the school to ensure appropriate progress is being made and the children are reaching their full potential. Each group teacher also has a meeting with the maths and English subject Leaders where all the children in their group's progress is checked. Assessment is

also continual in daily lessons and where a child is not making the progress that is expected adjustments are made to the next day's lessons.

- At Wallace Fields Junior School we are aware that additional intervention and support cannot compensate for a lack of good quality teaching. When it is felt that a child needs some extra support intervention groups are set up and then run by teaching assistants, these are monitored closely by the SENCO and Deputy Head/Assessment Leader. The Teaching Assistants make notes on their sessions and report back to class teachers and parents with regards to the children's progress in their groups. If it is felt that good progress is made and the child can transfer their knowledge to lessons, then they may be removed from the program.
- At Wallace Fields Junior School the quality of teaching for all pupils, including those at risk of underachievement is regularly and carefully reviewed in several ways. The Head Teacher and Senior Leadership team observe lessons and give feedback to teachers, lesson plans are monitored to identify well planned lessons including differentiation and a range of teaching styles, and children's books are regularly scrutinised to ensure that marking is informative and constructive.
- At Wallace Fields Junior School we provide INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and knowledge of the SEN most frequently encountered.

The decision on whether to make special educational provision will involve the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.
This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading,

Where pupils have higher levels of need, Wallace Fields Junior School works in partnership with other specialist professionals and agencies to assess children and suggest strategies for teachers for example: Learning and Language Support Teachers, Behaviour Support Teachers and Educational Psychologists and the Hearing and Visually impaired specialist teachers. Through the Central Surrey Health Service we also have support form Speech and Language Therapists and Occupational Therapists. Linden Bridge School have an outreach department for children on the Autistic Spectrum and Woodfield Outreach support us with children with Downs Syndrome.

At Wallace Fields Junior School we follow the Surrey SEND 14 Pathway Guidance. When it is felt that a child should be placed on the SEN registered they are regarded as having SEN Support. Our school will then follow the cycle of:

- **Assess**: "In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs" (6.45 SEND Code Of Practice)

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Physical Sensory Support and from health and social services where appropriate

- **Plan**: "Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review" (6.48 SEND Code Of Practice)

Where SEN Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be

put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

- **Do**: "The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support" (6.52 SEND Code Of Practice)

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher

- **Review**: "The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date" (6.53 COP)

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an Education, Health and Care Plan the Local Authority must review the plan at least annually. The parents/carers will be involved in meeting with the class teacher/tutor and the SENCO each term to set objectives and review the progress made by their child. The pupil will also be involved (depending on age and stage of development) in the process and any targets will be written in child friendly language.

## SEN Provision

What does Additional Support mean?

Please see below an extract from P30 of SEN and Disability – A guide for parents and carers August 2014

SEN support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## Managing the needs of Pupils on the SEN Register

At Wallace Fields Junior School we believe that each pupil is an individual and will have a programme to meet their special educational needs.

- Children are supported primarily by their class teacher who is responsible for managing the SEND Support Arrangements and ensuring strategies are in place. The SENCO oversees the plans and is involved in organising meetings with parents and professionals, as well as keeping track of the impact of intervention groups. The class teaching assistants will support children both within lessons and by taking them in intervention groups and monitoring and evaluating their progress.
- Parents evenings and meetings will be arranged to ensure that the Assess, Plan, Do, Review cycle will work link to include parents/carers and the pupils
- The provision of intervention is recorded using the Surrey SEND Support Arrangements, which involves child friendly targets and expected outcomes, and in school provision maps and tracking systems. Provisions are costed and evaluated using Pupil Asset.
- At Wallace Fields Junior School we aim to remove barriers to learning, providing access to learning and monitoring the progress made over an agreed period.
- At Wallace Fields we provide interventions that work. Our Literacy and Numeracy programmes have proven outcomes of good progress. Where we feel a group is not making adequate progress we ensure that it is changed and adapted to best suit the pupils needs.

- If the needs of pupils cannot be met from the school's resources and additional funding can be requested from the Local Authority and/or an assessment for an EHCP can be made. (Please see Surrey guidance on the Surrey website)
- At Wallace Fields Junior School we have strong link with specialist teachers to support children with special educational needs, such as specialist teachers for Hearing Impairment, Visual Impairment, the Educational Psychologist, Speech and Language Therapists, Occupational therapists and Outreach workers for children with Autistic Spectrum Disorders and Downs Syndrome. Meetings are arranged with parents and carers for feedback and this included in their SEND Support Arrangements.
- The SEN Register is kept up-to-date by the office administration staff
- The SEN Register is reviewed termly
- The level of provision is decided by reviewing the SEN Information Report (14 questions available on the school website) and links to the Local Authority 'Local Offer'.
- When it is felt that a child is making good progress and achieving expected outcomes without extra support or interventions a decision can be made with the Class Teacher, SENCO and parent/carers involvement to remove them from the SEN register.

**Supporting parents/carers and young people**

- Parents/carers and young people can find information in:
- The SEN Information Report (14 questions),
- The school's Waves of Provision available on the school website.
- Surrey's Local Offer which includes other agencies who provide a service
- The School's admission arrangements
- Access arrangements for exams and assessments are made by the SENCO and assessment Leader with guidance from the class teacher about the specific arrangements that are needed for a child.
- Transition between classes, key stages, to other schools is arranged primarily by the class teacher and the SENCO
- The school policy for managing the medical conditions of pupils is outlined clearly in the First Aid and Medicines Policy.

## Supporting pupils at school with medical conditions

Please refer to the DfE guidance which came out in April 2014.
Wallace Fields Junior School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (Page 4 of guidance) .

At Wallace Fields Junior School children with medical conditions are supported with: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff - See the Medicines Policy

Where children with medical conditions are disabled the school will comply with its duties under the Equality Act 2010 (page 5 of the guidance)

Some children with medical needs may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

For children with SEN, this guidance should be read in conjunction with the SEN code of practice (page 6 of the guidance)

The school will contact Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs:
(susan.lynn@surreycc.gov.uk)

## Monitoring and evaluation of SEN

At Wallace Fields Junior School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

This includes the following aspects:

- The role of the SEN governor
- Monitoring & review of SEN funding
- Regular reviews through the various governor committees and Full Governing Body Meetings
- Departmental and school Self evaluation
- School Development Plan priorities
- SEN Reference group or forum
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils
- External audits by Surrey e.g. SEN Monitoring visits by Babcock4S and OFSTED inspections
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships

## Training and development

Wallace Fields Junior School ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND by:

- The needs of staff are identified through a variety of methods: teacher self-evaluation, observations and progress meetings, Performance Management meetings, etc. Training is then arranged either through the training Leader or SENCO. Training can involve outside training courses, specialist teachers coming to school and training the whole staff, observing teachers at other schools, observing other teachers internally.
- Training in SEN has included Specialist Teachers from Visual and Hearing Impairment, Learning and Language Support, Behaviour Support, Educational Psychologists, Downs Syndrome training from Outreach Support and in house training by the SENCO on the changes for SEND 14.
- Individual staff (teachers and TAs) have developed specialist areas e.g. Emotional Literacy Support Assistant (ELSA) training, Project X code Training, Number Sense Training, Speech & Language (Elklan) training, Hearing Impairment, Visual Impairment, Autism and Downs Syndrome.
- Induction led by the SENCO for new staff in school in relation to SEN policy and practice
- The SENCOS professional development includes attendance at SENCO networks, courses, conferences and specialist knowledge and experience

## Storing and Managing Information

Information about children with SEND will be securely managed within the school's own data management system with secure passwords, and all staff have agreed to a confidentiality policy.

- Documents are stored on the school's secure password protected computer system, or hard copies are kept files which are only accessible to members of staff. Teachers keep their own copies of information for children they teach, in their classroom.
- Information and document are kept for the time the children are in the school. When the child leaves information is passed on to their new placement.

## Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review and ratified by Governors.
It will next be reviewed in September 2018

Comments, compliments and complaints
Please see the Complaints Policy, where it states the procedures for complaints. See appendix

If the complaint is particularly to do with a child with SEND after speaking to the class teacher it may be necessary to speak to the SENCO directly, before speaking to the Head Teacher.

## Appendices

Appendix 1:  Accessibility Plan

Please see the school's accessibility plan which covers the following areas:

- Access to the curriculum
- Access to the environment
- Access to Information

Appendix 2: Related Policies

- Inclusion
- Equality
- Anti-bullying and behaviour
- Child protection
- Safeguarding Statement
- Teaching & Learning
- Assessment
- Marking and feedback policy

**Appendix 3: Complaints Policy extract**

**3.1** If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

**3.2** Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the headteacher. The headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

**3.3** Should a parent have a complaint about the headteacher, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below.

**3.4** Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

**3.5** The governing body must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint, and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

**3.6** After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

**3.7** If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

**3.8** If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

**Appendix 4: Key documentation**

The following documents have informed this policy which you may find helpful:

- Special educational needs and disability code of practice: 0-25 years https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Special educational needs and disability: a guide for parents and carers https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

- Supporting pupils at school with medical conditions https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

- Keeping children safe in education https://www.gov.uk/government/publications/keeping-children-safe-in-education

- Surrey SEND 14 Toolkit for Pathway and EHC Plans

- Surrey Provision Management Tool: Primary

- Equality Act 2010

- Surrey Local Offer Website