



## Special Educational Needs and Disability Policy

**Policy Originator:** SLT

**Review Period:** Annual

**Status:** Statutory

**Next Review Date:** Autumn 2022

### **Our SEND Ethos:**

At Frimley we provide an inclusive education for all. We aim to ensure all children have the best opportunity they can to succeed. Every child is different and we recognise that children learn and progress at different rates. At Frimley Church of England Junior School every teacher is a teacher of every pupil including those with SEND. We have high expectations and set suitable targets for all pupils.

### **Teaching Staff reflection on what SEND means at Frimley Church of England Junior School:**

*"Ensuring that all children have access to every learning opportunity"*

*"Giving all children, regardless of ability, the tools and strategies they need in order to access the curriculum"*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (January 2015) and has been written with reference to the following guidance and documents:

- Our School Provision Map (which can be found on our website)
- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the Children and Families Act 2014
- 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 2013
- Teachers Standards 2012
- SEN Information Report (which can be found on our website)
- School policies which can also be found on our website

### **How can parents access this policy?**

This policy is available on our school website. A hard copy is available 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.

## **Definition of SEND**

We define a special educational need in accordance with the 2015 SEND Code of Practice: 0 to 25 Years. This states:

**SEND:** 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 at 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 activities.**’

## **Key Roles & Responsibilities**

### **Inclusion Leader**

The Inclusion Leader 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 Education Health & Care Plans. Part of the role of the Inclusion Leader is to coordinate arrangements with the Class Teachers regarding those pupils with Special Educational Needs and Disabilities.

**Current Inclusion Leader name:** Sally Williams. She is an experienced teacher, a member of the Senior Leadership Team and holds the National Award for Special Needs Coordination.

**Contact details:** [info@frimley.surrey.sch.uk](mailto:info@frimley.surrey.sch.uk) or 01252 835440

**The SEND AQC representative** for this school is Patricia Davies. Her responsibility is to oversee the school’s SEND arrangements.

### **Strategic Aims from School’s Quality Improvement Plan 2021 – 2022:**

1. Prepare children for life and learning so they can achieve their potential
2. Tackle growing inequalities
3. Harness the power of technology
4. Support the well-being of the whole school community
5. Root our school at the heart of the community
6. Strengthen capacity through collaboration

### **Key Objectives linked to SEND provision:**

- 1.1 Improve outcomes for all learners
- 1.4 The school promotes a culture of reading
- 2.1 Children will have a better understanding of equality and racial justice
- 2.2 Children identified as having SEND will make positive progress
- 2.5 Raise the attainment of all pupils to close any gaps created by COVID-19 partial school closures
- 4.1 Families are provided with appropriate and timely support
- 4.2 Improved mental well-being of adults and children at Frimley

- 4.4 Children are intrinsically motivated to make good behaviour choices at all times

### **Identification of Needs**

The Code of Practice (January 2015) describes four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEN or disability.

#### **The four areas of need are:**

##### **1. Communication and Interaction, including:**

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

##### **2. Cognition and Learning; when children learn at a significantly slower pace than their peers, even with appropriate differentiation. They include:**

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

##### **3. Social, Emotional and Mental Health Difficulties. They include:**

A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained. Some common examples are:

- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- ASD (Autistic Spectrum Disorder)
- Attachment Disorder

##### **4. Sensory and/or Physical Needs, including:**

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

### **A Graduated Approach to SEND support**

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who don't make the expected progress are initially identified by Class Teachers but also by the Inclusion Leader.

The progress and attainment of all pupils is reviewed and discussed at Pupil Progress Meetings at termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the Inclusion Leader at any time. We involve parents/carers and the young person in question, if we feel a pupil may have a specific barrier to learning which will impact their ability to access the curriculum.

The first step to meeting the needs of any pupil who may be under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets, despite effective differentiation and adjustments, we follow the SEND Code of Practice 2015: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs and disability. The four key actions in this document are:

- **Assess:** The Class Teacher and Inclusion Leader will analyse a pupil's needs before identifying a child as needing SEN support. In school we use a range of formal and informal assessment data of both learning and behaviour, e.g., relevant family/medical history, Teacher Assessments, Screening Tests, SATs results, Learning Support Assistants' assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary format, etc. At this point a One Page Pupil Profile is created – a collaboration between the child, parents, Class Teacher and Inclusion Leader.
- **Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with additional SEN support and therefore placed on the school's SEND register. The One Page Pupil Profile is shared and amended if needed. In high-level need cases, an additional Individual Support Plan will also be written, detailing short term targets in place. At this point, depending on pupil need, advice may be sought from external agencies (see below).
- **Do:** The Class Teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning. Any interventions which are carried out are monitored using the Provision Management Tool.
- **Review:** The effectiveness of the support will be reviewed in line with the agreed date. The Individual Support Plan is reviewed and revised with parental and pupil input. Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the Inclusion Leader and the Class Teacher at regular assessment captures.

### **Education, Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. Requests for assessments are usually made at Frimley if:

- a pupil is not making expected progress despite high level intervention and support (as detailed above) or
- a pupil is still achieving at a considerably lower level than is within the national expectations for their age, despite high level intervention and support

An application can usually only be made following at least two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this, and in exceptional

circumstances, an application may be made earlier. On gathering all relevant advice about a pupil's progress (known as Statutory Assessment), the Local Authority SEN team may then issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

An application for an EHCP can only be made when a child is receiving upwards of 13 hours of extra support in school.

The SEND Code of Practice (January 2015) describes **adequate progress** as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

### **External agencies**

We work in close partnership with many external agencies. Annually, we purchase set units of time from a variety of services. These include:

- Specialist Teachers for Inclusive Practice
- Speech and Language therapy
- Occupational Therapy
- Educational Psychologist

As a school we are also able to access Outreach support from local specialist schools. If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support. We prioritise pupils dependent on their need.

### **Supporting pupils and families**

The Surrey Local Offer can be found on the Surrey Council website and this will provide information on what is available in the area. Please see <https://www.surreylocaloffer.org.uk/>. Parents without internet access should contact the Inclusion Leader for support in finding the information they require. The school SEND Information Report is available on the school website or can be requested from the School Office.

### **Transition**

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. Pupils are supported in transition: this may be internal transition between year groups, from schools and other educational settings and also to new schools. The Inclusion Leader is responsible for this with input from the relevant Class Teacher(s) and Year Leaders. The Inclusion Leader is also available to meet with prospective parents and can be contacted via the school office.

### **Supporting pupils at school with medical conditions**

We recognise that pupils at Frimley Church of England Junior 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. Some may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (January 2015) is followed. All staff are first aid trained by a recognised body. The majority of staff are Epi Pen trained and this is ongoing updated training. The school's policy for 'Supporting Pupils with Medical Conditions' can be found on the website or requested from the school office.

### **Monitoring and evaluation of SEND**

The monitoring and evaluating of provision is an ongoing process. The Inclusion Leader carries out Learning Walks regularly focusing on SEND planning, differentiation and feedback. Intervention groups are also observed. Observations are discussed and any gaps identified and training delivered. We hold regular INSETs and training is often delivered in partnership with external agencies and local specialist settings via their Outreach services. The Inclusion Leader meets regularly with the SEND AQC Representative and the SEND AQC Representative is involved in monitoring SEND within the school. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

### **Training and resources**

Each school is allocated funding which is to be 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, all staff are encouraged to undertake training and career development opportunities.

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

The school's Inclusion Leader regularly attends local Inclusion Leader and SENCO network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is on-going in response to identified needs. Specialist equipment for children will be considered on an individual basis.

### **Storing and Managing Information**

Master copies of all information are stored in locked filing cabinets in the Inclusion Leader's office. The information is shared with staff working with the pupil. All Class Teachers have a summary of their responsibilities for pupils identified as having Special Educational Needs in the 'Class SEND file' in each classroom (stored in a secure, lockable cupboard). This file also contains a list of SEND pupils in the class and additional information where appropriate e.g. characteristics of dyslexia, copies of reports from external agencies etc. One Page Pupil Profiles and completed Individual Support Plans are also kept in the 'Class SEND file'.

At the end of each year the information is transferred to the next Class Teacher and discussion held to ensure transition is efficient and effective. When a pupil moves to another school all relevant records are passed onto the new school and the Inclusion Leader will make contact with the new school's SENCO in order to discuss the pupil and their needs in detail.

### **Reviewing the policy**

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

### **Policies relating to the SEND Policy:**

- Accessibility Plan
- Equality Information and Objectives
- Supporting Children with Medical Conditions Policy
- Behaviour Management Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy

### **November 2021**