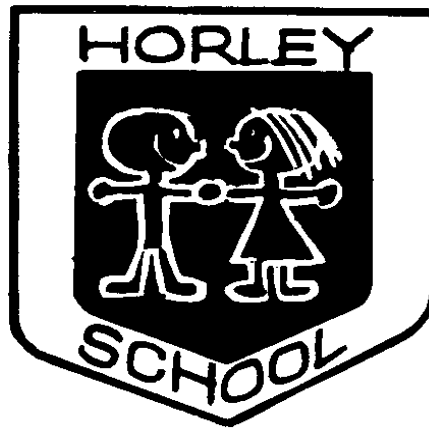


HORLEY INFANT SCHOOL



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

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Debra Povey-Chatterton

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Policy Status					
Statutory	Non-Statutory (Work Programme)	Non-Statutory	Annual Review	Bi-annual Review	Triennial Review
✓			✓		

[FGB Review \(statutory/work programme policies only\):](#)

[Resources](#)

[Link Governor \(statutory/work programme policies only\):](#)

[John Prior](#)

THIS POLICY IS BASED ON A TEMPLATE FROM SURREY COUNTY COUNCIL

Special Educational Needs and Disability (SEND) Policy

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1. Vision for Special Educational Needs and Disabilities

At Horley Infant School we respect the unique contribution which every individual can make to the community and seek 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. Every teacher is a teacher of every pupil including those with SEND.

At Horley Infant School we use the definition for Special Educational Needs and Disability (SEND) from the [Special Education Needs and Disability Code of Practice](#) (2015) and [Equality Act](#) (2010).

Special Educational Needs

"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 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3. Context of the Policy

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

- Equality Act 2010: Advice for Schools DfE (May 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England Framework document (December 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013
- The policy is available to parents, in a number of ways:
- The school website www.horley.surrey.sch.uk
- The school's prospectus/brochure
- A hard copy can be requested from 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.

4. Aims of the Policy

- At Horley Infant School all pupils, regardless of their needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.
- 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 working together with parents whilst ensuring the pupil is at the centre and their voice is heard
- 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

5. Key Roles and Responsibilities

In order to meet the needs of pupils on SEND Support, we believe that each pupil is an individual and will have a programme to meet their needs.

We have whole school responsibility through:

The Governing Body:

- Mandatory responsibility towards children with SEND.
- Designated Governor: John Prior

Headteacher:

- Overall responsibility for the organisation of SEND
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring SEND children join with all pupils in the activities of the school as far as is reasonably practical.
- Reporting to parents on the implementation of the SEND policy.
- Having regard to the Code of Practice when carrying out their duties to pupils with SEND
- Ensuring that parents are notified of any decisions to support, or changes to a child's provision

Special Educational Needs and Disabilities Co-ordinator (SENDCo):

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Co-ordinating provision for children with SEND, including those who have an Educational Health and Care Plan (EHCP)
- Monitoring Provisions and interventions (provision maps)
- Liaising with the relevant designated teacher working with SEND pupils
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Keeping up to date about the provision, deployment of funding, equipment and personnel resources
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Home School Link Worker (HSLW):

- Support parents to develop and maintain a positive relationship with the school
- Act as another link between home and school
- Offer a range of services to children and families requiring support and information
- Help children and families to increase school attendance and minimise absences
- Talk with, support and encourage children in school.
- Support with childrens' behavioural, emotional and social development needs
- Help with Disability Living Allowance claims, Free School Meal forms, Education Maintenance Allowance (EMA) and other paperwork
- Working with a range of professionals, like the School Nurse, and Doctors
- Opening links to other agencies, for example CAMHS, Parent Partnership and Children's Services;

Class Teachers:

- Responsible for ensuring that the needs of all children are met through Quality First Teaching
- Familiarise themselves with children's records and information regarding their SEND
- Differentiate the curriculum to meet the needs of children with SEND
- Organise additional support through a graduated response – universal, targeted and specialist
- Support individuals in reaching targets through the 'plan', 'do' and 'review' process
- Keep the SENDCo informed of any changes to need or circumstances
- Identify through observation and ongoing assessment other children with SEND
- Inform SENDCo of their concerns or concerns expressed by parents/carers.

Teaching Assistants and SEN Assistants:

- Liaise with class teachers and SENDCo to support individual/groups of children with specific activities
- Deliver interventions and additional provisions
- To work on pupil targets and review regularly with SENDCo

Parents:

- Support their child, giving encouragement and positive reinforcement
- Talking to the school about any concerns they have for their child
- Informing the school of any SEND with regard to their own child
- Attend meetings and reviews

6. Pupil Needs and Provisions

Horley Infant School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We are committed to children achieving their potential and believe this is gained through outstanding teaching, high expectations of behaviour and an environment where they feel happy, safe, valued and respected.

Staff have been trained so as to be able to cater for all learners who may have difficulties with one or more of the four broad areas of need:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or Physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, 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 and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support.

Staff cater for all learners through a graduated response:

- **Universal** – Good quality, inclusive teaching which considers the learning needs of all children in the classroom.
- **Targeted** – Targeted, 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.

- **Specialist** – Specialist 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 make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

7. Provision Management

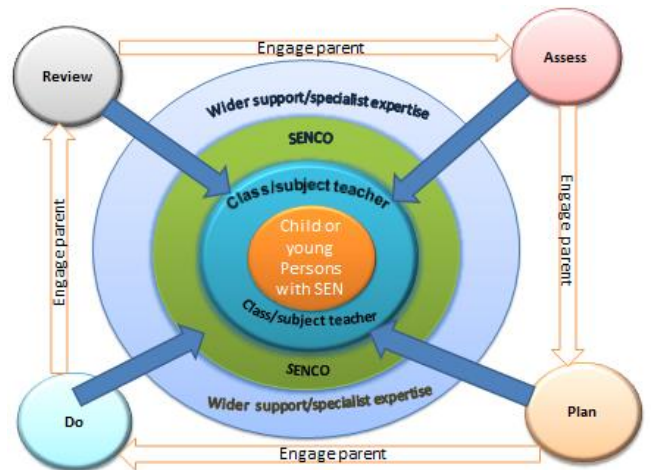
Provision maps are an efficient way of showing all the provisions that are additional to and different from that which is offered through quality first teaching (QFT). The use of provision maps helps the SENDCo to maintain an overview of the provisions and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision management is used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of provisions.

8. A Graduated Approach to SEN Support: Identifying and Managing Pupils with SEN and Disabilities

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND (Universal). Additional intervention and support cannot compensate for a lack of good quality teaching. As a school we regularly 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 SEND most frequently encountered.



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In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. The Profile of Need document will also be used to inform the level need of individual pupils to support the decision-making process.

For higher levels of need, arrangements are in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they help develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these discussions are added to the pupil's record and shared with the parents.

We provide training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

However, support is provided, a clear date for reviewing progress will be agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are informed that special educational provision is being made.

Where a pupil is identified as having SEND, actions are taken to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the "graduated approach". It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school takes seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.



This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents are notified. The teacher and the SENDCo will 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. All teachers and support staff who work with the pupil

are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Where SEN Support is required the teacher and SENDCo with the parent 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. 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. The support and intervention provided are selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and are provided by staff with sufficient skills and knowledge.

Do

The class teacher remains 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 teacher, they must still retain responsibility for the pupil. They will 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 SENDCo supports the class teacher in any further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHCP, the local authority will review that plan as a minimum every twelve months. We co-operate with the local authority in the review process and, as part of the review, the local authority can require the school to convene and hold annual review meetings on its behalf.

9. Requesting an Education, Health and Care Plan

We will consider requesting an Education, Health and Care Plan (EHCP) if a child has not made expected progress despite us having taken purposeful action to identify, assess and meet the special educational needs of the child. The local authority must then determine whether an EHCP is necessary and communicate the decision to the child's parents or to the young person within six weeks of receiving the request. The local authority does not have to consider whether an EHCP is necessary where it has already undertaken an EHCP for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate.

When considering whether an EHCP is necessary, the local authority should consider whether there is evidence that the child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child.. To inform their decision, the local authority will need to consider a wide range of evidence, and should pay particular attention to:

- Evidence of the child's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by school to meet the child or young person's SEND

- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these needs by other agencies

10. Supporting Pupils with Medical Conditions

Horley Infant 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. The arrangements work to support pupils at school with medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff.

Some children with medical conditions may be disabled and, where this is the case, we will comply with our duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may require an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. For children with SEND, this guidance should be read in conjunction with the SEND code of practice. We may contact Surrey's Access to Education (medical) service with reference to pupils who have medical needs.

11. Monitoring and Evaluation of SEND

Horley Infant School facilitates the identification of progress made by key groups of children including those with SEND so that any modification of intervention can then be made if it is appropriate. Children on the SEND register have an Individual Support Plan, as part of their SEND support plan, where provision and desired outcomes are clearly identified. These are written by their class teacher and/or SENDCo, reviewed on a termly basis and agreed with parents at consultation meetings or at a separately arranged meeting.

If a child has an Education, Health and Care Plan (or Statement of Special Educational Needs), their targets are reviewed annually at their Annual Review meeting. This is in addition to their termly reviews. Parents, class teachers and any outside agencies are involved in this process where the child's progress is reviewed and desired outcomes are agreed.

The SENDCo, SEND Governor and Headteacher will monitor the implementation of the school's SEND policy throughout the year gathering information on:

- The number of children of the school roll with SEN (expressed as a percentage), and any changes to the level of support they receive

The provision of support children receive and the impact and progress they make through:

- Observations
- Clear and accurate provision mapping of provision that is 'additional to and different from'
- Analysis of data
- Work sampling
- Planning scrutiny focusing on differentiation and access for children with SEND
- Audit of resources; analysis of the environment through learning walks; use of standardised tests and diagnostic assessment tools
- Analysis of provision management /costed provision map
- The development of child participation through One Page Pupil Profile;
- Parental views
- The success of involvement of outside agencies; the success of liaison with other schools

We continually monitor the SEND provision, evaluating and revising practice when necessary to ensure the best outcomes for all our children.

11. Storing and Managing Information

We abide by Data Protection laws as set out in our Data Protection Policy alongside statutory retention periods for all data held. This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the UK General Data Protection Regulation, Data Protection Act 2018 and other related legislation. Our Freedom of Information policy sets out what information will be available to the public as part of our normal business activities. This policy indicates clearly to the public what information is covered by this scheme and how it can be obtained. This information is available through the school office.

12. Training and Development

We believe that our staff are our most valuable resource. We are committed to providing relevant training and development for all staff. In order to meet these needs, we make full use of advisors and consultants, colleagues in mainstream and special schools, members of the multi-professional team and our own expertise. All staff are asked to identify training needs as part of the appraisal cycle.

11. Complaints

Copies of our school's complaints procedures are available on our website.

Appendices

Appendix 1 - Accessibility Plan

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils, parents/carers, staff and visitors and to implement their plans. Schools are required to produce accessibility plans for their individual school, plans are written under the following headings:

Access to the curriculum

- Teaching and learning
- Resources (books and materials) used in the curriculum
- The wider curriculum of the school including access to and participation in after-school clubs, leisure and cultural activities or school trips and residential
- Access to the physical environment

plans to develop the physical environment of the school

- Painting and demarcation of doors, steps etc.
- Installing specialist equipment e.g. enhanced
- Acoustic treatment e.g. ceilings, carpets
- Disabled toilets, ramps, hand rails

Access to written information

- Hand-outs, timetables and information about school events
- It should take account of pupils' disabilities and pupils' and parents' preferred formats e.g. enlarged font size for a parent with VI and be made available within a reasonable time frame
- To seek advice from specialist services e.g. regarding a parent who is BSL user via PSS or for a parent with no English via REMA

The duty is an anticipatory one and means that the school should be looking to identify and remove barriers to learning and increase access as set out in an action plan which should be updated at least every 3 years

The Accessibility Plan is developed and reviewed in partnership through the annual Equality Act questionnaire.

Appendix 2: Related Policies

Key school policies which refer to groups of vulnerable pupils in school context. These include:

- Equality and Single Equality Scheme
- Anti-bullying
- Behaviour Management
- Child protection and Safeguarding
- Teaching & Learning
- Assessment

Appendix 3: Key documentation

The following documents have informed this guidance 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](#)
- [Primary](#)
- [Secondary](#)
- [Equality Act 2010](#)
- [Surrey Local Offer Website](#)