



Special Educational Needs Policy

Review: May 2022

INTRODUCTION

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 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
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the Senco in consultation with all staff, Governors and parents of children with SEND.

The name of our Inclusion Leader is Melissa Chapman. She can be contacted by phone on 01483 504172 or in person. Please request an appointment.

This is an inclusive school. We believe that inclusion of every child benefits and enriches our whole community, and enables us all to learn and grow more completely and more richly. Our school is committed to supporting and promoting the progress of all children best served through mainstream education regardless of need or ability. We believe that where there is a difficulty it is our duty to adapt our practice to meet the needs of the child so that they are enabled to succeed. We know that every child can make a contribution to our community and it is our job to identify and develop each child's unique skills in order to enable that contribution. Every teacher and TA in our school is a teacher of special needs and has the specialist training to fulfil their role with competence.

Stoughton Infant School has a 45 place Nursery Class, 9 infant classes and a Pre School Language and Communication Needs Unit.

The Aim of our SEN work

Our expectations and aspirations for SEND children are high. We believe it is our responsibility to find a way to enable all children to succeed.

Our aim is to enable all children to make outstanding progress in order to reach their potential at the end of Year 2, ensuring that they are ready for their next stage in education. In addition we build confidence, independence and self-reliance and ensure that the child's learning is thoroughly embedded and secure so that progress continues well in junior school. In order to achieve good attainment for our SEND pupils we need to accelerate their progress so that the gap in achievement between them and other children is reduced or closed. This is achieved through a series of focussed interventions that are tailored to meet the specific needs of each individual child. All our interventions are personal, outcome focussed and analysed to ensure maximum cost effectiveness. In this way we make the most efficient use of resources when meeting pupil need which enables us to make a positive difference for all children.

How we serve our SEND children

- We identify pupils with need through assessment and provide focussed, outcome led interventions that meet individual needs and accelerate progress. These include our specialist Pre School Speech, Language and Communication Needs Unit.
- We work within the guidance provided in the SEND Code of Practice 2014
- We develop every aspect of the pupil in a whole school approach to the management and provision of support for SEND.
- We have a Special Educational Needs Co-Ordinator (Senco) who champions and ensures the inclusion of all children.
- We provide support, advice and training for all staff because all staff work with SEND pupils

Identifying Special Educational Needs

In order to meet the needs of the child we identify the child's areas of difficulty by doing an assessment of the child's strengths and weaknesses applying the Graduated Approach documented in Surrey's Local Offer. The Inclusion Team will then plan appropriate actions that we need to take to enable the child to make good progress.

There are four broad areas of need defined in the SEND Code of Practice. These are:

Communication and Interaction

Children and young people with speech, language, communication and interaction needs (COIN) have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with COIN 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 on the autistic spectrum (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 Difficulties

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 (ADD), attention deficit hyperactive disorder (ADHD) Pathological Demand Avoidance (PDA, triggered by extreme anxiety) or attachment disorder.

Sensory and/or Physical Needs

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 fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A child may have difficulties in more than one area.

Some children make poor progress even though they have no special educational needs. We are careful to find the source of the difficulty and do not consider a child to have special educational needs if poor progress or attainment is generated by:

- Poor attendance or punctuality
- Health or welfare difficulties
- Developing English because English is being learnt in addition to another language
- Social disadvantage
- Being a “Looked After Child” which means a child who is cared for by foster parents, the local authority or a family member who is not their usual carer
- Being a child of a Military family where there may have been frequent changes of school

Where these circumstances exist we support the child and family in many ways but the child is not defined as having special educational needs. Some children may have a physical disability that needs specific and different provision but does not cause special educational needs.

The Graduated Approach to SEN Support

- We provide high quality, differentiated and personalised teaching for all children in the school. This is called Quality First Teaching and includes a wide variety of intervention groups designed to meet the needs and accelerate the progress of specific pupils or groups.
- Every teacher and Teaching Assistant is responsible and accountable for the progress of the children in their class or group. Progress is monitored daily to inform planning and half termly to summarise and track individual pupil progress. This tracking is scrutinised by class teachers and the whole Senior Leadership Team.
- In order to support children in making the best possible progress we inform and involve parents and carers and discuss with them how they can help their child improve. We also tell children how they can improve through verbal feedback and marking. We expect everyone in our community to take responsibility for promoting pupil progress.

- We aim for an outstanding rate of progress and have high expectations of all pupils. When we identify that a child is making less than expected progress, has plateaued or has low attainment we will research the reasons and respond with a more tailored and personalised intervention.
- When the need for additional intervention is identified we will start a formal process of outcome focussed assessment, planning and reviewing. This is described in more detail below.
- Headteacher, SENCO, Deputy Headteacher, Year Leaders and Subject Leaders do regular observations to assess and where necessary improve the quality of teaching and learning in each class and all subjects. This includes an assessment of differentiation, inclusion and support for pupils with SEND.
- Regular training is provided for teachers and TAs to enable them to identify and meet the needs of pupils with frequently occurring SEND i.e. Autistic Spectrum Disorder, Specific Learning Difficulties, Speech, Language and Communication Needs, Social, Emotional and Mental Health. When we encounter a difficulty or condition we are not familiar with, training is accessed quickly to enable staff to meet need effectively and promptly.
- If a child is assessed as having a standardised score of 84 or below (14th percentile) the Senco and class teacher may discuss with parents or carers and make the decision that the child has SEND and requires special educational provision in the form of structured support such as additional small catch up groups or precision teaching. At this point the child is included on the SEN Register under School SEND Support.
- If, despite a series of focussed interventions, a child is still making slow progress and is significantly below nationally expected standards, with Standardised scores of 78 or below (7th percentile) we consult specialist agencies for expert advice. Specialist agency involvement is always arranged in consultation with parents/carers and requires their signed permission.
- If, after additional focussed interventions advised by specialist agencies, the child continues to make poor progress and has Standardised scores of 67 or below (1.5 percentile) we make a request for Statutory Assessment for the creation of an Education, Health and Care Plan (EHCP)

Managing the needs of SEND pupils

The Assess-Plan-Do-Review cycle

Each child needing additional intervention beyond our high quality, differentiated and personalised quality first teaching has:

- A costed provision map detailing all the extra help and interventions we have provided for them and analysing the outcomes achieved.
- Documentation of assessments or involvement undertaken by Education, Social Care or Health.
- An outcome focussed Individual Support Plan which is created with parents and renewed termly or before if necessary. This plan states the target or outcome the child needs to achieve, the barriers to learning that we need to enable the child to overcome, the parental contribution to progress, the timescale within which this should happen and the person responsible for enabling and evidencing progress. The responsibility for ensuring SMART targets, good progress and timely reviews lies with the class teacher in consultation with The Senco.
- Sometimes our school based provision arrangements are not successful in meeting the level of pupil need fully. Some children need a higher level of support than it is possible to provide with school resources. In order to evidence this we refer to our individual provision maps which document interventions to accelerate progress and the outcomes achieved. When outcomes are still well below national expectations the Senco, or the class teacher supported by the Senco, will talk with parents

or carers and ask for signed permission to call in specialist services. Each service has their own referral form. Some services such as Speech and Language Therapy and Behaviour Support are directly paid for by the school whilst others such as aspects of Educational Psychologist services can be accessed through the Local Authority which gives schools an allocation based on the level of need in the school community. Reports from specialist services are shared with parents.

- When a very high level of additional need is identified the school will complete a SEND Support Arrangements form with the child's family. This form is very comprehensive and documents the child's and family's story from the time of the child's birth, strengths and achievements and special educational needs in all areas of development, progress and any health or social care needs.
- If progress continues to be slow and it is agreed that the child needs a continuous high level of individual interventions the Senco will apply for additional support from the Local Education Authority. This is called a Request for Statutory Assessment and if assessment is agreed and agencies decide that additional support should be long term and statutory an Education, Health and Care Plan will be given. In this way the child will be entitled to a high level of support throughout his or her schooling and further education or until the EHCP is no longer required.

Criteria for Exiting the SEN Register

We track the progress of every child in our school. When a child on the SEN register has made sufficient progress to come broadly in line with national expectation and has the confidence and independence to make expected progress without additional support they no longer need to be on the SEN Register. Once a child has come off the SEN Register we continue to monitor them very closely to ensure they continue to thrive.

Supporting Pupils and Families

- Parents can learn about all the services that the local authority provides to support children with SEND in the Local Authority Local Offer. This can be found at www.surreycc.gov.uk
- Stoughton Infant School's provision for all pupils and for SEND pupils, together with answers to your SEND questions and our SEND Policy can be found on our school website under About the School -> SEND -> SEN Information Report.
- The Inclusion Team which includes SEND specialists and the school HSLW are available to support parents and carers with SEND children and can advise about other support agencies such as Surrey Parent Partnership who provide independent advice and information for parents of children with SEND. The website for this is www.surreyparentpartnership.org.uk
- Our admission arrangements can be found at www.surreycc.gov.uk under Schools and Learning. Places are allocated according to the following criteria:
 1. Looked After and previously Looked After children
 2. Exceptional Social or medical need
 3. Siblings
 4. Children who have the school as the nearest to their home address
 5. Any other children
- We administer government set assessments at the end of Key Stage 1 (Year 2) and Y1 Phonics in summer term. Our children are young so these assessments are done unobtrusively to eliminate

stress for the children. Where necessary for the wellbeing of the child the assessment will be administered individually by an adult the child feels very secure with. The decision for this is taken by the Headteacher or Senco in consultation with the class teacher.

- Transition within school (from class to hall or class to playground) can be unsettling for some SEND children. Where this is the case children will always be supported by a trusted adult whilst independence is built. Transition is supported by a structured series of visits from the new class teacher, liaison between Sencos/teachers, a visit to the school/class with the whole class and where helpful, additional individual visits. During individual visits we take photos or make short videos of the areas of the school that will be relevant for the child. Photos are made into a book or short video clip which parents or carers can look at to discuss and familiarise the child with the new setting. After transition our Senco liaises with the junior school Senco/teacher to monitor and facilitate ongoing progress and wellbeing.

Supporting Pupils at School with Medical Conditions

- We ensure that pupils with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Individual Healthcare Plans are written for children who have a high level of need or may experience an emergency or interventions while attending school. Where children with a medical condition are also disabled the school complies with its duties under the Equality Act 2010. Please see our Accessibility Plan and Single Equality Scheme for more detailed information.
- Some children with medical conditions may also have SEND and may have an Education Health and Care Plan (EHC) which brings together health and social care needs as well as their special educational provision. The SEND Code of Practice is followed to ensure the correct procedures and provision are implemented.
- The government has provided guidance about how to support pupils with medical conditions. Our arrangements are described in our Policy for Supporting Pupils with Medical Conditions. Our Intimate Care Policy gives further details.

Monitoring and Evaluation of SEND

We monitor and evaluate the quality of our provision for all SEND pupils through:

- Daily evaluations of individual pupil progress in each lesson to assess the effectiveness of teaching followed by daily response to evaluations which inform planning for each ability group for the subsequent lesson. This is a continuous cycle of assessment and planning in response to pupil need.
- Termly summative assessment of pupil progress enables us to track individual progress over time. This is scrutinised by the Senior Management Team.
- Termly Pupil Progress Meetings are held with all year groups, and the SLT who together identify children who are making less than expected progress. Interventions are organised where they are required.
- Interventions are costed. The progress made by individuals and groups is analysed and the intervention is evaluated to judge whether it enables outstanding progress and provides good value for money. This ensures that our SEND budget expenditure results in the best possible progress.
- School Governors, particularly the SEND Governor, conduct school visits to see how we meet the needs of all pupils through differentiation, interventions and engagement with outside agencies. Probing questions are asked to aid our evaluation and prompt improvements if necessary.

- The SEND Governor analyses the anonymised tracking for SEND children to monitor pupil progress.
- The SEND Governor sees the impact analysis for interventions and the costed individual pupil provision maps which document outcomes for pupils.
- Our annual parent questionnaire gives us a sample of parent views aligned to all key areas
- We have an open door policy and have good communication with parents on demand wherever possible and within the same day if not immediately achievable. Parents are consulted promptly when a need is identified and are encouraged to contribute and give their views.
- We have an annual staff questionnaire administered by the Governors which gives staff an opportunity to state their views anonymously and freely.
- Academy Trust and local authority representatives including consultants and specialist agencies review our practise, records and outcomes and hold us accountable for pupil progress and improvement.

Training and Resources

- SEND provision is mostly funded through our main budget. We are given an allocation of money based on prior pupil attainment. Where a very high level of need is identified and agreed the local authority may provide additional funding through an Education, Health and Care Plan.
- Our staff are well trained through the dissemination of in-house expertise and externally delivered courses. Our Specialist Language Unit teacher and Speech and Language Therapist are great sources of expertise and training. Specialist agencies deliver training when a need is identified. We source training in response to the needs of our cohort and this varies on a yearly basis. All our staff are keen to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Senco to explain the systems and structures in place around the school's SEND provision and practice. Where relevant we discuss the needs of individual pupils and the Senco may give initial training ie in ASD, acquisition of basic skills or behaviour management before sourcing relevant courses for new staff or staff who have been redeployed to support children with specific needs.
- The Senco regularly attends local network meetings in order to keep up to date with local and national updates in SEND.
- The Senco liaises regularly with Sencos of other local schools in order to share good practice and ideas.
- The Senco uses information from a wide variety of specialist agencies and websites in order to ensure outstanding practice and the best possible standard in meeting individual pupil need.
- The Inclusion leader is currently studying for the NASEN Award which is now statutory for SENCo's new to role.

Roles and Responsibilities

- The school has a SEN Governor who scrutinises the SEN work throughout school through observation, analysis of outcomes and assessment of cost effectiveness. It is this governor's duty to ensure that the legal framework for SEN is complied with and all duties are fulfilled.
- Some of our teaching assistants are employed specifically to support children with a high level of SEN. Their job is to promote the development of the "whole" child under the direction of the class teacher and the Senco who is the line manager. Each TA will have different duties aligned to the individual child's needs. Assessment, support and strategies will be given by relevant specialist

agencies. These may include Educational Psychologists, Consultant Paediatricians, Speech Therapists, Physiotherapists, Occupational Therapists, Sensory Support Teachers, Behaviour Support Teachers, Learning and Language Support Teachers or Social Care. The role of the TA is to use the strategies advised by the specialist agencies, class teacher and Senco so that the child makes progress in line with their SEND Support Plan. These outcomes may be in any area of physical, cognitive, social or emotional development.

- The Inclusion Team consists of the Inclusion Leader, Nursery Specialist, Coin Unit Teacher, and the Home School Link Worker. Any member of the Team may respond to a child's need. Interventions are documented on CPOMS and noted on each child's Provision Management sheet (PM only applies if they are on the SEND register)
- The Designated Teacher with specific Safeguarding responsibility is Sarah Carrington supported by our Home School Link Worker Claire Marrow.
- The members of staff responsible for managing Pupil Premium/LAC are the Inclusion Leader Melissa Chapman and the Headteacher.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Headteacher supported by the Inclusion leader.

Storing and Managing Information

SEN information will be stored and handled in line with the General Data Protection Act 2018 principles.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure and confidential

Reviewing the policy

Our SEN Policy is reviewed annually by all staff and Governors.

Accessibility

- Schools have a statutory responsibility under the SEN and Disability Act 2001 to ensure accessibility for disabled pupils.
- In compliance with this duty our school has a written Accessibility Plan which responds to the needs of our current cohort of families. The purpose of the plan is to ensure that we meet the physical, social and learning needs of all our children and families. It ensures that our building and curriculum is accessible to all so that every child has an equal opportunity to succeed.
- Most of us, at some stage, experience a barrier to learning. This may happen for a variety of reasons ie a physical difficulty such as co-ordination difficulties, visual or hearing impairment, a learning difficulty such as dyslexia, dyscalculia or slow processing speed, or a speech and language difficulty. Sometimes we find it difficult to learn because we feel distressed, angry or afraid. Barriers to learning come in many forms and may be temporary or longer term. When a child fails to make expected progress this is identified quickly through half termly pupil progress tracking and we analyse the reasons for this promptly through assessment which may be undertaken by school staff or specialist

agencies. Once the barrier or barriers have been identified we employ the most appropriate strategies to overcome them. This is fully embedded in the everyday working of the school.

- Our Accessibility Plan details our current targets, outcomes and dates of achievement. It can be viewed on our school website under Policies.
- We increase and promote access for disabled pupils, including those disabled by learning difficulties. This is done by modifying the building and resources, carefully breaking down the curriculum to meet the needs of learners (differentiation) and providing additional adult support which enables us to teach at the right pace for every individual. All children are included in school trips, cultural activities and performances. Where this may cause the child distress we prepare well in advance finding strategies that home and school can work on together to remove any barriers. Every child is welcome to be included in any club and we positively encourage inclusion of children for whom it may be a challenge. In some cases inclusion in clubs requires the club leader to be trained in a medical procedure. In these cases a meeting is held with the parents, club leader and Senco to ensure the correct adaptations and provision are put in place then training is organised with the relevant medical specialist.
- Our Senco visits every child with identified SEND the term before they arrive in school. Discussion with the family, current setting and specialist agencies enables us to ensure that all facilities are in place and the building and education are fully accessible. Many things such as a toilet and parking space for the disabled, hoists in the lavatory and a specially adapted room, ramps and brightly painted risers are already in place. Resources and adaptations will be made as they become necessary for individual children.
- Sometimes children and families need to have information presented to them in a different way to enable them to understand and feel comfortable. Some children need a visual timetable, a Now and Next Board and a Task Board to help them understand their day, predict and feel safe. Several children with ASD need time in a stimulus free room for part of the day to help them cope. One child needs a wheelchair, hoist, changing bed and daily medical interventions. We use the Makaton signing system and where advised PECS (Picture Exchange Communication System) for children with language impairment. These adaptations are made promptly according to need.
- We encourage parents or carers to contact school staff promptly if they have a concern. This can be done at the door on arrival or at home time in person, by telephone on 01483 504172 or staff members can be emailed directly. We do our very best to be available on demand so that we can respond to any difficulty immediately.

Dealing with complaints

We do our utmost to ensure that our outcomes are positive and that any worries are addressed completely and promptly. In the event of a complaint we refer parents to the Surrey County Council model complaints procedure which can be found in the wooden box of leaflets for parents immediately in front of the main office window. This sets out a clear protocol for complaints.

Bullying

- We have an Anti-Bullying Policy that details the actions we take to prevent bullying from occurring. There is a child friendly Bullying Policy on display at child height in every classroom. We are thoroughly committed to the inclusion of all children unless we feel that, despite adaptations, additional staff and equipment, we would be unable to meet the child's needs or keep the child safe.

- Our ethos is one of valuing and respecting all people. We believe that everyone has a part to play in our diverse society and that it is our duty to find or create an area for each child to shine in so that we can all celebrate the contribution each individual makes to our school community.
- We use ideas and strategies from an emotional intelligence programme called HeartSmart. This teaches children to value themselves and others, identify and express emotion appropriately, be assertive, understand gentle and hurting touch and celebrate differences. We have a continual drive for good manners based on consideration for others. This is supported through assemblies, role play and displays around the school including ones that reinforce the message that it is our differences that make the world so interesting and exciting.
- We use elements of Philosophy for Children to develop children's reasoning through enquiry and the exploration of ideas. Questions such as "What would it feel like if you were green and everyone else was blue?" or "What would you do if your best friend was an alien?" inspire children to put themselves in the shoes of another, develop empathy and consider questions of justice, kindness and consequences.
- It is essential that children are safe, and feel safe, in our school. We regularly ask our families and children if there are places in the school or playground where they feel unsafe. If an area is identified we make changes to the environment.
- It is equally important that children feel safe in their learning. Our staff are employed for their personal qualities of kindness, understanding and empathy. All staff are trained to build pupil independence and resilience so that children feel safe enough to take risks with their learning in the knowledge that mistakes are acceptable because they are an essential part of learning.