

PYRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Approval Date: 5 January 2022

Review Date: Spring 2023

With reference to the following:

- Equality Act 2010: Advice for schools DfE May 2014
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Children's and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents>
- Surrey Local Offer <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Pyrford C of E Primary School SEN Information Report <https://www.pyrford.surrey.sch.uk>
- Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Pyrford C of E Primary School Medical Conditions Policy <https://www.pyrford.surrey.sch.uk>
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf
- Pyrford C of E Primary School Child Protection & Safeguarding Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Accessibility Plan <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Accessibility Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Behaviour Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Assessment Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Complaints Policy <https://www.pyrford.surrey.sch.uk>
- Pyrford C of E Primary School Complaints Procedure <https://www.pyrford.surrey.sch.uk>
- Teacher's Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>

Pyrford Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Mission Statement

In partnership with the parents, governors and the community the staff of Pyrford Church of England Primary School seek to offer the children within their care:

- the opportunity to experience a broad and balanced curriculum through good quality teaching, thus enabling them to achieve their optimum academic standards.
- an environment in which they have equal opportunity to develop the necessary self esteem to become confident and worthwhile members of the school community and society at large.

Inclusion

At Pyrford we are committed to the principle of inclusion. At our school every teacher is a teacher of every pupil including those with SEND. We believe that every child has the right to be included and educated alongside their peers. Pyrford Primary School respects the unique contribution which every individual can make to the community. The needs of all children are met in an environment which both embraces the highest possible academic standards and accepts individual differences in ability, aptitude and level of skills. The governing body and staff therefore seek to ensure that all children receive their full entitlement to a broad and balanced curriculum, including extra curricular activities. We will achieve this by setting suitable learning challenges, responding to diverse needs through identifying and minimising potential barriers to learning and participation.

Definition of SEN

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of the mainstream education facilities generally provided.

Special education 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.

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 and Responsibilities of the Inclusion Team

Inclusion Leader

Mrs Rachael Pollard is our inclusion leader and as such is responsible for the strategic direction of inclusion, ensuring pupil achievement and progression is effective throughout the school.

As part of the senior leadership team, Mrs Pollard has overall responsibility for all vulnerable learners and children with additional needs, including those who are gifted and talented, pupil premium and those on the SEN register.

In addition to this, Mrs Pollard oversees the inclusion team as a whole. The team, as detailed below, work together to achieve the inclusion priorities as set out by senior leaders and school governors.

Key responsibilities: Inclusion Lead & member of SLT / Looked after children (LAC) / Designated safeguarding lead (DSL)

Qualifications: QTS / National Award for SEN (completed September 2015 at Reading University)

Contact details: r.pollard@pyrford.surrey.sch.uk

Special Educational Needs Co-ordinator (SENCO)

Mrs Gemma Newman has day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an Education, Health and Care Plan (EHCP). Part of the role of the SENCO is to co-ordinate arrangements with class teachers, phase leaders and senior leaders regarding children with additional needs.

Key responsibilities: Special educational needs co-ordinator (SENCO) / Looked after children (LAC) / Deputy designated safeguarding lead (DDSL)

Qualifications: QTS / National Award for SEN (completed 2019 at Kingston University)

Contact details: g.newman@pyrford.surrey.sch.ul

Pastoral Support

Mrs Anne Leahy works as part of the inclusion team, working specifically with children who require additional support with their social, emotional and mental health. Mrs Leahy works with children 1-1 or in small groups to ensure children feel safe and ready to learn. Mrs Leahy is also a DDSL.

Contact details: a.leahy@pyrford.surrey.sch.uk

Academic Support

SEN Governor

Sarah Adams is our SEN governor and works closely with the inclusion leader to ensure that SEN stays on the local governing body agenda. She provides a link between the local governing body, its committees and the staff with regard to Special Educational Needs.

Introduction

How was this policy put together?

This policy has been created in partnership with the Inclusion Lead, SENCO, Head teacher, senior leaders, teachers, teaching assistants representative parents and children (School Council). This policy reflects the statutory guidance set out in the Special Education Needs and Disability Code of Practice 0-25 years (July 2014).

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- Our school website
- 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.

Aims

At Pyrford C of E Primary School all children, regardless of their particular needs, are provided with inclusive teaching which will enable them to:

- Make the best possible progress
- Feel that they are a valued member of the wider school community.
- Become confident individuals who can successfully transition to the next phase of their education

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 children with SEND:

- The support they need
- Opportunities to engage with activities in school alongside their peers
- Ambitious educational and wider outcomes

Identification of Needs

The 4 broad areas of need are:

- 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 communicating with others. This might be because they have difficulty understanding what is being said to them, difficulty saying what they want to, or difficulty understanding or using the social rules of communication. They may have difficulty with one,



some or all of the different aspects of speech, language and communication needs at different times in their lives.

Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, 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 a child learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are more likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children require special education provision because they have a disability which prevents or hinders them from making use of the education facilities generally provided. These difficulties can be age related and may fluctuate over time. Many 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.

Some children with a physical disability require additional on-going support and equipment to access all the same opportunities available to their peers.

At Pyrford C of E Primary School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special education needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

How do we identify a child's needs?

At Pyrford C of E Primary we make regular assessments of all children. The school's assessment procedures provide information that is used to identify pupils with SEND. It also allows us to monitor progress and the value added for children with SEN. In addition, the SENCO may assess using appropriate tests.

Pupil Progress Meetings are held on a termly basis between senior leaders (Deputy Head teacher, head teacher and inclusion lead), SENCO and class teachers to discuss the progress of every child in the school.

Graduated Approach to SEN Support

Quality First Teaching

The class teacher is responsible for the progress and attainment of **all** of the children in their class. We strive to deliver high quality teaching, clearly differentiated for individuals to ensure that all children make expected or better progress. Lesson planning shows high quality personalised teaching for all pupils including those with SEND.

Members of the senior leadership team regularly and carefully monitor the quality of teaching for all pupils, including those at risk of underachievement. We provide INSET and training to develop teachers' understanding and range of strategies to identify and support vulnerable pupils as well as their knowledge of SEN.

How do we decide what provision should be made for a child?

Pupils are identified through:

- Teacher observation
- SENCO observation
- Parental/carer concerns
- Formative assessment
- Provision outcomes
- Diagnostic assessments
- Internal moderation of progress and attainment

Where pupils have a higher level of need we work in partnership with external agencies and professionals, and their advice contributes to deciding what the most appropriate provision for the child is.

During this information gathering phase, the class teacher will speak with both the child and parents to:

- Understand their concerns
- Discuss the child's areas of strengths and difficulties
- Establish agreed outcomes
- Agree the next steps and a review date.

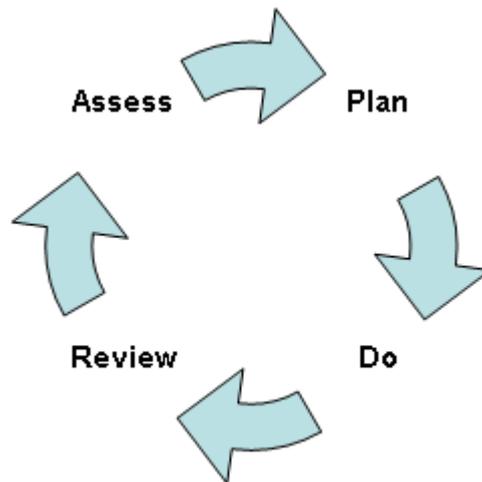
If it is decided that a child does have SEN this will be recorded on the school's SEN Register under the category of SEN support and the parents will be formally informed by either the class teacher or the SENCO. Being placed on the SEN register, under the category of SEN Support, increases the level of tailored support that a child receives to enable them to make progress and have their needs met.

SEN Provision

All of our provision in school follows the Assess, Plan, Do, Review cycle.



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Assess

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and against national expectations. Assessments draw on the views and experiences of the child and their parents/carers as well as, where appropriate, external agencies and professionals. Permission from parents/carers will always be sought before formally involving any external support services.

Plan

When SEN support is required, the teacher and SENCO will agree, in consultation with parent/carer and where appropriate the child, the adjustments, interventions and support which will be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a date for review.

Targets will be shared with the child using child friendly language. All staff working with the child will be made aware of the plan.

Do

The child's class teacher is responsible for working with the child on a daily basis. He/She will also liaise closely with any teaching assistants or specialist staff who provide support for the child and will monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review

The provision for a child with SEND will be reviewed termly by the class teacher, SENCO (although the SENCO may not attend the review meeting, progress will be discussed with the class teacher), parents/carers and the child. This will inform the planning of next steps for a further period, or where no longer required, the removal of the child from SEN support.

For children with an Education, Health and Care Plan (EHCP, the plan will be reviewed at least annually by the Local Authority.



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How are parents, families, children and young people involved in this process?

At Pyrford C of E Primary School we believe that to successfully support a child with SEN, partnership between home and school is required. Therefore parents/carers will be involved in meeting with the class teacher (and in some cases the SENCO) on at least 3 occasions to review the progress made by the child and set new objectives or agree, where necessary, to remove the pupil from SEN Support. Where appropriate the child will be involved in the process.



SEN Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or teaching assistant
- Making or adapting materials and equipment
- A teacher or teaching assistant working with the child in a small group
- A member of staff observing the child in the class or at break times and keeping records
- Supporting the child to take part in class activities or games at break times
- Ensuring a child has understood by encouraging them to ask questions and to try something they find difficult
- Supporting a 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

All children on the SEN register will have a 'one-page profile' which details their needs and the range of support systems in place. This will be reviewed and updated termly. In addition to this, children may have an Individual Support Record (ISR) which tracks progress in specific interventions or an Individual Behaviour Plan (IBP) which tracks progress against specific behaviour targets.

These documents form part of the Surrey SEND Support Arrangements document. This document will contain all other details regarding a child with SEND. It is the responsibility of the class teacher (alongside the SENCO) to maintain and update this document.

The Surrey SEND Support Arrangements document is used as a working document which is stored electronically, although some sections such as the target sheet and the one page profile will be printed to be used by the child and staff. The document can be accessed by all staff working with the child. Parents/Carers also have the right to view a child's Surrey SEND Support Arrangements document at any time upon request to the class teacher. The Surrey SEND Support Arrangements document aims to be a holistic picture of the child and it is important that the voice of the child and their family is represented in the plan. The plan contains child centred outcomes around which all provision should be planned. Provision should reflect both what is important **to** the child and the family as well as what is important **for** them. Detailed assessments are vital in understanding what is important **for** the child. The plan will be updated regularly to ensure it is relevant.

All children have individual specific learning needs and have provision put in place to reflect this. All provision is recorded on the school's own provision management tool which enables the cost of provision to be calculated and the impact measured.

Securing and working with additional specialist services

Where the school feels that it is appropriate and where an external support service could provide assistance in supporting a child, a written referral will be made. This is always done with the permission of the parents/carers. If the support service feels that the child meets

their criteria for support they will organise to see the child. This is either done via the SENCO to observe the child in school or they may write to parents/carers and ask them to bring the child to a clinic.

Monitoring of SEN

The quality of provision for pupils is regularly monitored and evaluated and this informs future development points. All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress.

Our monitoring includes:

- SENCO attendance at local SENCO network meetings to develop best practice
- Monitoring by SEN governor
- Termly review of SEN at Full Governing Body Meetings
- Termly Pupil Progress meetings
- Termly observations of provision by the SENCO and Inclusion Lead
- Termly monitoring of interventions by the Inclusion Lead – progress measured and RAG rating of interventions
- Questionnaire and feedback from pupils
- Questionnaire and feedback from parents
- Questionnaire and feedback from staff
- OFSTED inspections
- Monitoring and review of SEN funding by Headteacher, Inclusion Lead and School Business Manager
- Monitoring of SEN by Headteacher and Inclusion Lead

What if the needs of the child cannot be met using school resources?

If a child continues to make less than expected progress and their attainment is significantly below that of their peers, the school and parents can consider requesting an Education, Health and Care needs (EHC) assessment. The local authority will expect to see that despite the school taking relevant and purposeful action to identify, assess and meet the SEND needs of the child, the child has not made expected progress. The local authority must take into account a wide range of evidence that demonstrates the actions taken by the school as part of SEN support.

When the school feels they have the required evidence to request an EHC assessment, the paperwork is submitted to the L-SPA (learning single point of access) team at the local authority. Once, processed, the paperwork is reviewed by a multi professional governance board and a “yes to assess” or “no to assess” decision is made.

If the LA agree to an EHC assessment, they commission a STIPS team (specialist teachers for inclusive practice) to assess, make recommendations for support and draft an Education Health and Care Plan. This is done in consultation with school staff and parents.

Following this, the necessary resources will need to be drawn up and agreed by partnership resources forum. Decisions about education resource banding, personal budgets and type of placement are signed off here.

A statutory period of 15 days for final consultation and senior management sign-off is followed by next steps action planning and review.

Supporting parents

Support for parents, in addition to that provided by the SENCO and Inclusion Lead, is available from Surrey SEND Information, Advice and Support Service (<http://www.sendadvicesurrey.org.uk>). Surrey's Local offer (<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>) also provides advice and information.

THE SEND Register

It is the responsibility of the SENCO to keep the SEND Register up to date. The register is reviewed termly although children may be added or removed by the SENCO as and when is required. No child will be added or removed from the register without the input of parents/carers.

Removing a child from the SEND Register

If it is felt that a child who had been identified as having SEND has met the expected outcomes on their Surrey SEND Support Arrangements document and is able to have their needs met without special educational provision then the class teacher and SENCO, in consultation with the child and their parents/carers, will remove the child from the SEND register.

When reviewing an EHCP the Local Authority may cease to maintain it if they determine that the child no longer needs the special educational provision outlined and that the outcomes have been achieved.

Supporting pupils at school with medical conditions

Pyrford C of E Primary 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.

Please refer to our Supporting Children with Medical Conditions Policy for more information.

Some children with medical conditions may also have special education needs and may have an Education, Health and Care Plan.

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.

Training and Development

Pyrford C of E Primary School ensures that staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. Training needs form part of the appraisal process for every member of staff.

Examples of training undertaken include:

- In-house training delivered by the SENCO / Inclusion Lead
- Training from external support services such as specialist teachers, EP and Outreach teams
- Individual staff have developed specialist areas e.g. PECS Awareness, Early Bird, Dyslexia Awareness etc



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- Induction led by the SENCO / Inclusion Lead for new staff in school in relation to SEND policy and practice
- SENCO professional development including SENCO Network meetings, courses, conferences and National Award for SENCO accreditation
- SENCO membership of NASEN

Storing and Managing Information

Every child who has SEND will have their records securely managed within the school's data management system, which ensures confidentiality is maintained whilst ensuring access and lawful and appropriate sharing of information for those authorised to see it.

All paper SEN records are stored securely in the SENCO's office and all electronic SEN records are password protected to ensure only those authorised can view them.

A parent/carer has the right to see their child's SEN records at any point during their child's time at school. When a child leaves the school, their SEN records will be sent securely to their next setting.

Comments, Compliments and Complaints

Parents /carers of children with SEND should refer to the school's Complaints Policy & Procedure to make a complaint.

General feedback is welcome at any time. Please speak to the class teacher or a member of the schools office team in the first instance.

Reviewing the SEND Policy

In line with all school policies the SEN policy will be kept under regular annual review.





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Appendix 1 Glossary of SEND Terminology

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit Hyperactivity Disorder.
Annual Review	The statutory review of a child's EHCP or Statement. Parents/carers, the child, the school, the LEA and all professions have the opportunity to be involved in this meeting.
AOT	Autism Outreach Team.
ASD	Autistic Spectrum Disorder. Pupils who may find it difficult to understand and use non-verbal and verbal communication.
Asperger's Syndrome	An autistic spectrum disorder characterised by significant difficulties in social interaction and non-verbal communication, alongside restricted and repetitive patterns of behaviour and interests.
BDA	The British Dyslexia Association.
BS	Behaviour Support – Specialist Teaching Service.
CAMHS	Child & Adolescent Mental Health Service.
CF	Cystic Fibrosis.
CLAPA	Cleft Lip and Palate association.
DCD	Development Co-ordination Difficulty. Also termed Dyspraxia.
Disadvantaged Children	Children eligible for free school meals.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL	English as an additional language.
EHA	Early Help Assessment .
EHCP	Education, Health and Care Plan. Legal document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.
EHC Assessment	Multi-disciplinary assessment by the LA of a child's educational need.
ECM	Every Child Matters Government Green paper.
EP	Educational Psychologist.
GDD	Global Development Delay.
HI	Hearing Impairment.
HLTA	Higher Level Teaching Assistant.





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Inclusion	Providing a flexible curriculum and increased capacity to meet needs of all pupils.
Integration	Where a child fits into existing school provision and curriculum.
IO	Inclusion Officer
LAC	Looked After Child. A child who is in the care system.
LEA	Local Education Authority.
LLS	Learning and Language Support – Specialist Teaching Service.
MD	Muscular Dystrophy.
MLD	Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational therapy.
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working below age-related expectations.
PP	Pupil Premium.
PMLD	Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties.
PSSS	Physical and Sensory Support Service.
RA	Restorative Approaches.
SALT	Speech and Language Therapy.
SIP	School Improvement Plan.
SEMH	Social, emotional and mental health difficulties
SEN Code of Practice 2014	Statutory guidance to LEAS and all maintained schools and academies.
SEND	Special Education Needs and Disabilities
SEN Support	The support given to a child who has been identified as having SEN, and been added to the register, to ensure that they are able to have their needs met, but who does not have an Education, Health and Care Plan or Statement.
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia.





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Appendix 2 Outside Agencies:

The SENCO liaises with the support services as required, for assessment, to discuss, monitor or review a child's progress or for advice in a specific area.

Services include:

Behaviour Support (STIP – Specialist Team for Inclusive Practice)

Child and Family Psychology

Educational Psychology (STIP)

Educational Welfare

Access to Education Medical (AET)

Learning and Language Support (STIP)

Occupational Therapy

Partnership with Parents

Physiotherapy

Portage

Outreach

School Medical Service

Physical and Sensory Support – Visual Impairment / Hearing Impairment (STIP)

Speech and Language Therapy

Audiology

Home School Link Worker

Paediatrics

Links with other Schools

Good liaison has been established with pre-school and secondary education settings to ensure ease of transition for those with special educational needs, as well as links with local special school staff for CPD.

National Support School
designated by



National College for
Teaching & Leadership

