



*Together we live, love and learn in harmony*

## **Special Educational Needs and Disabilities (SEND) Policy**

Date adopted: May 2020  
Last review: September 2024

Review cycle: Annual  
Statutory policy? Yes

*The SEND policy is available on the school website. Printed copies, including enlarged font, are available from the office on request.*

### **SEND Vision**

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 achievable academic aspirations and appreciates individual differences in ability, aptitude and level of skills.

### **1. Aims and Objectives**

Our SEND policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will support and make provision for pupils with special educational needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

And in partnership with parents to:

- Ensure children acquire the progression of skills necessary for them to be independent learners.
- Ensure all children experience success and reach their full potential by maintaining consistently high but achievable expectations.
- Develop the 'whole child' in mind, body, spirit and imagination to ensure positive self-image and self-confidence are secure.
- Promote the values of a Christian faith and help children to find their place in the communities and societies within which they live.

- Ensure all members of the school community feel valued, happy and secure in their role within the school, regardless of ability, race, gender or creed.

#### **Objectives:**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities.
- To ensure that Special Educational Needs are identified and assessed as early as possible
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.
- To ensure that all pupils have access to a relevant, broad and balanced curriculum.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice.
- To work in close partnership with parents/carers to create a fully integrated home-school partnership.

## **2. Legislation and guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## **3. Definitions**

### **3.1 Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools (above that which is available via ordinarily available provision).

### 3.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Roles and responsibilities

### 5.1 The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher, senior leadership team and the Local Committee representative for SEND to determine the strategic development of the SEN policy and provision in the school

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school local committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **5.2 The Local Committee (LC) representative for SEND will:**

- Help to raise awareness of SEND issues at LC meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the LC on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Do all they can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Ensure the leadership team has published information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Ensure the leadership team has published information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being

treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **5.3 Headteacher will:**

- Work with the SENCO and LC representative for SEND to monitor and assess the impact of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **5.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Planning and providing high-quality adaptive teaching that is differentiated to meet pupil needs through a graduated approach
- Ensuring they follow this SEND policy and the SEND information report
- Ensuring they adhere to the DFE 'Teachers' Standards (in particular, Part One) to enable children with additional needs to make accelerated progress
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## **5.5 Learning support staff**

Each member of learning support staff will:

- Build positive relationships with all children they support
- Work closely with class teachers to plan and provide high-quality teaching that is adapted to meet pupil needs through a graduated approach
- Work closely with class teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work closely with the SENCO and class teacher to review each pupil's progress and development and decide on any changes to provision
- Communicate regularly with parents of children they support

## **5.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to contribute to discussions about the pupil's SEND and the support provided.

They will be:

- Invited to termly meetings to review the provision that is in place for their child (parent consultation)
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

## **5.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining their understanding of what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
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The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **6 . SEND Information**

### **6.1 SEND Information Report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **6.2 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction e.g. autistic spectrum disorder (ASD), speech and language difficulties
- Cognition and learning e.g. dyslexia, dyspraxia and moderate learning needs
- Social, emotional and mental health difficulties e.g. attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and processing difficulties

## **6.3 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with high quality adaptive teaching – through ordinarily available provision. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need or other external factors. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement, family difficulties, potential bullying. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies



- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

## **6.4 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take any parent/carer concerns into account
- Everyone understands the agreed outcomes sought for the child.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

## **6.5 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to address any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

Following discussions with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review, via our pupil SEND Support Plans.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff and parents in a SEND support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Teachers 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 or addressing known gaps.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. 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.

We will evaluate the impact of the support and interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The views of parents and pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **6.6 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

**On the census these pupils will be marked with the code E.**

Further information about funding for EHCPs in Surrey can be found here.

<https://surreyeducationservices.surreycc.gov.uk/Pages/Download/da0bd415-1e6b-478e-80f2-7deb91fb7bfa/PageSectionDocuments>

## **6.7 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **6.8 Working with other agencies**

Our school works with other organisations including local authority support services, health and social care, professionals from other schools and voluntary sector services in meeting pupils' SEND needs and supporting their families.

## **6.9 Additional support for learning**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services to identify and secure appropriate provision to meet the child's needs.

## **6.10 Expertise and training of staff**

All staff have opportunities for and attend relevant training each year to deliver effective SEND provision in school. This includes in-school training from specialist teachers and staff, online training and courses arranged out of school.

We use specialist staff for speech and language therapy, occupational therapy, physiotherapy and supporting children with medical conditions.

## **7. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires to gather pupil voice
- Monitoring by the leadership team
- Holding annual reviews for pupils with EHC plans
- Taking feedback from the pupil and their parents

## **8. Accessibility Arrangements**

Information about accessibility arrangements can be found in our accessibility plan.

## **9. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO or Headteacher.

Please see the school's complaints policy on our website regarding any formal complaints.

## **10. Surrey's local offer**

Surrey's Local Offer is an online hub of information and services available for young people from 0-25 years old with special educational needs or disabilities and their families. It is published

here: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

## **11. Monitoring the policy**

The SEND policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It is adopted by the Local Committee.

## **12. Links with other policies and documents**

This policy links to our Equality objectives and our policies on:

- SEND information report
- The Local Offer
- Accessibility plan
- Relationships and behaviour (including exclusions)
- Supporting pupils with medical conditions
- Child Protection and Safeguarding
- Complaints policy