



Special Educational Needs and Disability Policy

Bramley Church of England Infant and Nursery School

"Your word is a lamp to guide me and a light for my path." Psalm 119(105)
 Rooted in Christian values, seek within, wonder why, reach out, aim high.

Policy effective from	July 2021
Approved by	Local Committee
Last reviewed on	July 2024
Next review due by	September 2024

Version history			
Version	Description of change	Author	Approved
4.0	New SENCO information and updated format	Naomi Strickland	September 2024
3.0	Removal of play therapist support. Updated policy list	Shona Taylor	July 2021
2.0	Reformatted and language updated. Updated interventions list.	Shona Taylor	July 2021
1.0	Original version.	Elaine Spick	Governors, November 2016

INTRODUCTION

This policy is in line with our aims, teaching and learning policy and equality of opportunity policy and aims to support inclusion for all children. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Inclusion Lead. The Head teacher and Inclusion Lead work closely together to ensure that this policy works effectively. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2014).

You can get a copy of our policy by:

- Looking on the school's website by clicking on the tab 'key information' and then 'policies'
- Asking for a hard copy 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.

1. VISION FOR PUPILS WITH SEND

The school aims to ensure that all children have maximum opportunity for learning. They have access to a well planned, differentiated and resources curriculum to meet their needs, with the necessary support to achieve this. We aim to ensure that pupils with SEND are enabled to reach their full potential, are fully included in the school community and are able to make a successful transition to their next school.

Identification of SEND

The 2014 Code of Practice states that:

A young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others at the same age in mainstream schools.

When considering whether a pupil has special educational needs, the 2014 Code of Practice advises that a pupil may be identified as having a special educational need if despite receiving Universal Support (previously known as Quality First Teaching or Wave 1) and School SEND Support (previously known as wave 2), he or she makes less than expected progress over a period of time. Less than expected progress can be characterised by progress which:

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

Once a pupil has been identified as having SEND, the parents will be informed that their child is being placed on the SEND Register and will be invited to discuss any completed assessments and agree a plan for appropriate provision.

Where pupils have higher levels of need, our school may request, with parental consent, for a specialist teacher to provide additional assessments and advice as to how to best meet these needs.

2. IDENTIFICATION OF NEEDS

There are four broad categories of SEND:

- Communication and Interaction e.g. Autistic Spectrum and Speech and Language Disorders
- Cognition and Learning e.g. Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Global Developmental Delay
- Social, Emotional and Mental Health e.g. Attachment Disorders, Emotional and Mental Health difficulties, ADHD, ADD, ODD
- Sensory and/or Physical e.g. Hearing Impairment, Vision Impairment, Physical Disabilities.

At the school, we identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

3. KEY ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head teacher and Inclusion Lead, all members of staff have important responsibilities.

Special Educational Needs Coordinator

The SENCO is a qualified teacher and is a member of the Senior Leadership Team. The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of the Inclusion Lead role is to co-ordinate arrangements with the Class Teachers and support staff regarding those pupils with SEND and disabilities.

The Executive Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school work, including provision for children with special educational needs. The Head teacher will keep the Governing Body fully informed on Special Educational Needs issues and will work closely with the Inclusion Lead and SEND Local Committee Member.

The Local Committee

The Local Committee ensures that practice follows statutory guidelines and this is overseen by the SEND Local Committee member.

4. CONTEXT

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following related guidance and documents:

- Surrey SEND graduated Response (2019)

- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2017)
- The National Curriculum in England EYFS, Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy – school based policy
- Accessibility Plan – school based policy
- Teachers Standards (2012)

5. AIMS AND OBJECTIVES

At the school, all pupils, regardless of their particular 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 part of the wider school community.

We aim:

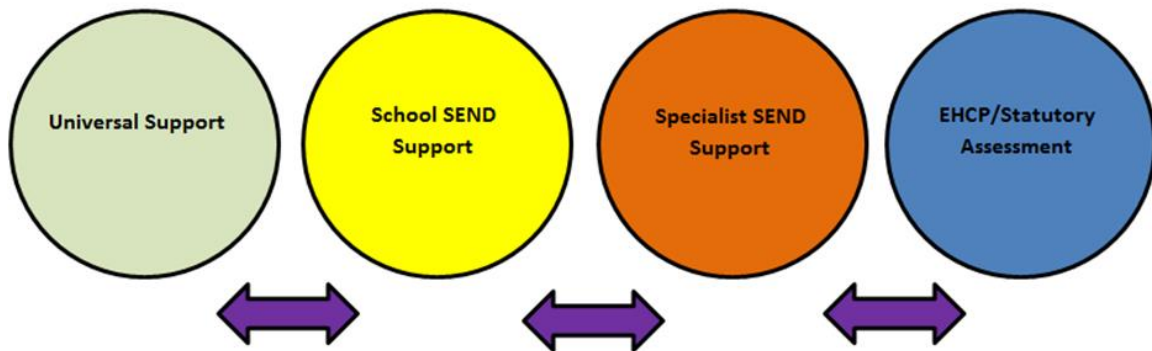
- For all pupils, to feel equally valued.
- For all pupils, to achieve their full potential.
- For all pupils, to learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others.
- For all pupils, their views to be sought and taken into account.

Key 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 needs in school using the Surrey Graduated Response, which is Universal Support, School SEND Support and Specialist SEND Support and EHCP/Statutory Support.
- 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 (2014).
- To work in close partnership with parents/carers to create a fully integrated home/school partnership.

Our Graduated Approach to Provision:

Our educational provision using the Surrey Graduated Response is in four key areas Universal Support, School SEND Support and Specialist SEND Support and EHCP/Statutory Support.



- **Universal Support** is available to all pupils and encompassing high quality class teaching for all.
- **School SEND support provision** is for children who have been identified as having special needs and need additional support that can be accessed and delivered within the schools setting. This may include additional, time-limited tailored intervention support programmes. The class teacher may consult with the INCLUSION LEAD for support or advice (Wave 2 provision). Some advice from outside agencies may be sought at this point.
- **Specialist SEND support** - In addition to the intervention and support approaches put in place at School SEND Support, some children may require the support through Specialist SEND Support. This may be further support from outside agencies or targeted support.
- **EHCP/Statutory Assessment** - In addition to the intervention and support approaches put in place at Specialist SEND Support, a few children may need a statutory assessment. This means the child needs high levels of support in school, which cannot be met through the previous steps of the graduated response.

The school will still use the **Assess-Plan-Do-Review** response for all pupils who has special educational needs (please see diagram below). Parent's feedback and involvement will be sought at each stage.



Managing the needs of Pupils on the SEND Register:

Where SEND Support is required the Class Teacher and Inclusion Lead with the parent/carer 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. Targets for the pupil will be shared with him/her using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents may be asked to share in the monitoring of progress through any home learning.

SEND Support can take many forms. This could include:

- A special learning programme
- Extra help from a Teacher or Teaching Assistant
- Making or adapting materials and equipment
- Working with a pupil in a small group
- Specific targeted interventions based on area of need and assessments e.g. Snap on Maths, Project X Phonics.
- Helping other pupils to work with a pupil or support their social skills at playtime.
- Supporting a pupil with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

The Class Teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support and specialist staff who provide the support set out in the plan for the pupil. The SENCO will provide support, guidance and advice for the teacher and staff as needed.

The plan including the impact of the support and interventions will be reviewed each term by the Class Teacher, Inclusion Lead, family and the pupil. This will inform the planning of next steps for a further period or, where successful, the pupil no longer needing School SEND Support or Specialist SEND Support.

Statutory Assessment and EHCPs:

The special needs of the majority of pupils should be met effectively through School SEND Support or Specialist SEND Support. However, in a small number of cases, where a pupil remains a significant cause of concern after following the assess-plan-do-review cycle at Specialist SEND Support, the school will request statutory assessment of the pupil. This may lead to the LEA agreeing an Education Health and Care Plan (EHCP).

This statutory assessment is conducted in close collaboration with the parents/carers, school and external agencies. The Local Education Authority (LEA) will seek evidence from the school that strategies or programmes implemented over a period of time have not produced the expected outcome and further support is required.

If the LEA agrees to statutory assessment, a more detailed assessment of the pupils' needs will be carried out over a number of weeks, as detailed in the diagram below. If the LEA declines to complete statutory assessment, Parents have the right to appeal this decision or the school can re-apply.

EHCPs are formally reviewed annually.

6. SUPPORTING FAMILIES AND YOUNG PEOPLE

Admissions Arrangements

The school provides for children with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with the whole school admissions policy which follows Surrey LEA guidelines. The majority of pupils join the school either in the Nursery/Preschool or in Reception. The class teacher and members of the Senior Leadership Team (SLT) meet parents and liaise closely with them when required to support children in their transition from Infant School. The SENCO is notified of any special educational needs that have been identified at the child's previous school or setting. Special educational needs may also be highlighted in the results of assessments undertaken during the school year. A number of pupils join our school throughout the year and we liaise closely with any feeder schools/settings sending children with known special needs.

Provision and Facilities

The school complies with County regulations. The school is one storey and is accessible to wheelchair users including a ramp to access the building, accessible doorways to the internal rooms. Please see the school's Accessibly Plan for further information.

Access Arrangements for Exams/ Assessments

The school complies with National statutory guidance for providing additional access arrangements for exams/assessments as necessary.

Partnership with Parents and External Agencies

At the school we believe that to successfully meet the needs of children with SEND, a strong partnership is required with all those involved, including parents/carers, staff, LEA/other advisory bodies and external agencies.

Parents and Carers: The school values and accepts the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are fully identified and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so that they can reinforce learning in the home.

The school endeavours to support parents/carers so that they are able to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation for children with Special Educational Needs.
- Make their views known about how their child is educated.
- Have access to information, advice and supporting during assessment and any related decision-making process about special educational provision.

External Agencies: Support available to the school includes but is not limited to:

- The Educational Psychologist (EP)
- Surrey Specialist Teaching Team (STIPs)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Physical and Sensory Support Service (PSS)
- The Ethnic and Language Minority Support Service (known as the Regional Ethnic Minority Alliance or REMA)
- Inclusion Officer
- School Nurse
- Children's Services (Social Care)
- Child and Adolescent Mental Health Services (CAMHS)

7. TRAINING AND DEVELOPMENT

All our teachers and teaching assistants are trained to work with pupils with SEND. Ongoing training and development work in pertinent areas of SEND forms part of our continuous professional development of our staff and this is delivered through a combination of in-house and external training, including INSET days, staff meetings and external courses.

8. STORING AND MANAGING INFORMATION

Each pupil on the SEND Register has an electronic file and a paper file. All data is stored securely within the requirements of the Data Protection Act (1998) and General Data Protection Regulation (GDPR) (2018).

9. COMMENTS, COMPLEMENTS AND COMPLAINTS

In the first instance, parents'/carers' comments or concerns should be raised with the pupils' Class Teacher. If further action is needed, parents/carers should in the first instance speak to the SENCO. We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should follow the procedures outlined in the school's 'Responding to Parental Concerns' policy.

If there continues to be a disagreement with regard to the SEND provision, the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have the right to appeal to a SEND tribunal at any stage.

Signposting

For further guidance, please see the following link:

Surrey's Local Offer www.surreylocaloffer.org.uk

The Schools SEND information report -this gives detail of the provision available at our school and scroll down the page for further information and frequently asked questions:

<https://www.bramley.surrey.sch.uk/page/?title=Policies&pid=31>

A review of the SEND policy document is undertaken every year. It is a working document and is kept under constant review.

