



Policy for Special Educational Needs and Disability (SEND) 2021-2022

Governors' Committee Responsible:	Children & Learning Committee
Governor Lead:	Lara Butler
Nominated Lead Member of Staff:	Inclusion and Learning Support Manager (ILSM) Jayne Davies
Status & Review Cycle:	Statutory (Annually)
Next Review Date:	Spring 2022

This policy is aligned to the **SEND Code of Practice (0-25) 2015** but also takes account of Surrey Local Education Authority guidelines and procedures.

The policy contains the following sections:

- Introduction
- Aims and objectives
- The role of the ILSM (SENCo)
- What are special educational needs? The identification of SEND.
- Responding to SEND using The Graduated Response
- Provision for SEND at SJS
- What does support look like?
- Outside agencies
- Monitoring provision
- Specialist SEND Support and Education and Health Care Plans (EHCP)
- Transition between key stages for children with SEND.
- Partnership with Parents
- Funding and allocation of resources
- The role of the Governing Body
- Monitoring and evaluation of SEND
- General Data Protection Regulation
- Appendix: SJS10 and Universal Provision. Exemplar Provision Map

Introduction

Shottermill Junior School has a named ILSM (SENCo) and a named Governor responsible for SEND. Together with the Headteacher they ensure that the Shottermill Special Educational Needs and Disability policy reflects the DfE Statutory Guidance: **Special educational needs and disability code of practice: 0 to 25 years January 2015**, as well as the Local Authority policies and practices. This policy also links to our **SEND Information Report** which can be found on our website and the school's **Anti-Bullying** and **Behaviour Management** policies in school.

The ILSM (SENCo) is a qualified teacher who works part time in close cooperation with the Headteacher and all staff, and undertakes continual professional development to keep up to date with current practice.

This policy has been written in collaboration with all stakeholders, including children and parents whose views are key to ensuring effective provision for pupils with Special Educational Needs or Disabilities within our school. It also links to **The Equality Act 2010** and as a school the following equalities objectives have been published to show how we are committed to ensuring a fully inclusive working and learning environment for all:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***

Aims and objectives

The aims of SEND provision at Shottermill Junior School are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To request, monitor and respond to parents', carers' and pupils' views in order to establish high levels of confidence and partnership, and to make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;
- To offer support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The identification and assessment of the special educational needs of children **whose first language is not English** requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects

of the child's performance in different subjects to establish whether the problems are due to limitations in his or her command of English or arise from special educational needs.

The Role of Inclusion and Learning Support Manager (ILSM)

The Inclusion and Learning Support Manager responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Overseeing the records of all children with SEND.
- Co-ordinating provision for children with SEND.
- Monitoring the provision of pupils with SEND; including interventions and strategies that are put in place to support individuals or groups of learners.
- Liaising with and advising fellow teachers.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local infant and secondary schools so that continuity of support is provided for Y3 pupils on arrival and for Y6 pupils as they prepare to transfer.
- Liaising with and referring children to external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Preparing paperwork for applications for Education and Health Care Plans (EHCP).
- Organising and holding reviews for children with EHCPs.
- Producing and updating the SEND Policy.
- Keeping up to date with, acting on and disseminating information about changes to Government policy for SEND.
- Liaising with the Headteacher and SEND Governor.

What are special educational needs? The identification of SEND

At Shottermill Junior School we expect children to make continuing progress in line with others of the same age, to be able to access the full curriculum, and over time to demonstrate improvements in self-help, social or personal skills and behaviour. We respect the fact that children have different educational and emotional needs and aspirations and, to make progress, require different strategies for learning. They acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

However, it is sometimes the case that a child, despite this variety of approaches, falls behind his or her classmates, and evidence is provided by tests and assessments as well as ongoing monitoring. There may now be concerns that the child has special educational needs.

A child or young person has special educational needs if he or she:

- Has a significantly greater learning difficulty or disability than other children of the same age, and requires educational provision to be made for him or her which is additional to or different from the provision being made through the differentiated curriculum for other children of the same age. This includes health and social care.
- Is a high achiever. The school recognises that the needs of high achieving children should also be catered for and recognised as a special educational need. This area has a separate coordinator and policy (please see the Policy for the Gifted and Talented).

The Code of Practice 2015 identify four areas of need as being:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

Responding to SEND using the Graduated Response

The Code of Practice also requires that the schools approach is graduated. We believe the needs of the vast majority of pupils will be met through high quality, differentiated teaching, incorporating our 'SJS 10' principles (see appendix 1). At this stage, the pupil is at the **Universal level** of SEND support. The progress and outcomes for all children are monitored through pupil tracking and termly pupil progress meetings. Teachers may draw upon a range of strategies at the Universal Level of support to help pupils. (See Appendix 2.)

Some children will need educational provision that is additional to or different from this quality first teaching. Ongoing observations and assessments will provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning. If the class teacher is concerned about a pupil, after discussion with the parent, they will put in a specific intervention for a set period of time and monitor the impact of this intervention. If after this time there is no progress made, the class teacher will discuss the child with the ILSM and complete the 'SEND' concern form. The child may be placed on the Special Needs Register with parental permission. Additional interventions at the stage of **School SEND support** will be provided after discussion with the ILSM and a Provision Map will be written for the pupil, identifying the targets for that pupil and the interventions provided. (See appendix 3.) Parents will receive copies of their child's provision map and be invited to review progress at a termly Wave Review meeting with the class teacher and ILSM. The ILSM may support through providing further assessment of the child as necessary.

For higher levels of need, the school may liaise with outside specialists and agencies to provide more information and assessment at the stage of **Specialist SEND Support**. Pupils may enter into this stage if they;

- Continue to make little or no progress in specific areas over a long period.
- Continue working substantially below age related expectations.
- Continue to have difficulty in developing literacy and mathematical skills.
- Have social, mental and / or emotional difficulties which regularly and substantially interfere with their own learning or that of the class group.
- Have sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind his peers.

Provision for SEND at SJS

Assess, Plan, Do, Review cycle

When a child is placed on the Special Educational Needs and Disabilities register, they will be given in school support called 'Special Educational Needs Support' or SEND Support. The school will begin a cycle of Assess, Plan, Do, Review in order to constantly monitor the provision for the pupil and so that it is tailored to their individual needs.

Assess: We will regularly assess all pupils' needs so that their progress can be carefully tracked and compared to peers and national expectations. The views of the child, their parents, Class Teachers and Learning Support Assistants will be taken into account. In some cases, the assessments of other education professionals will help inform decisions, such as health and social services where appropriate.

Plan: When a child is given SEND Support, their teacher and ILSM will decide what steps are needed to best support the child and help them move on with their learning. They will share these interventions, adjustments and support with parents at the termly Wave Review meetings, as well as the expectations in terms of progress and a date for review. Targets will be shared with the pupil in child friendly language and all staff working with the child will be made aware of the plan.

Do: The Class Teacher will have responsibility for ensuring the plan is carried out, with the support of Learning Support Assistants and the ILSM. In some cases, outside professionals will also be part of the support.

Review: The plan will be reviewed each term, at a Wave Review Meeting where the Class Teacher, ILSM and parent will discuss progress and review provision. At this meeting, future targets will be identified. If a child is to be taken off SEND Support, this will also be discussed during this meeting. For pupils with an Education Health Care plan, the Local Authority reviews the plan annually.

What does support look like?

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Headteacher, the ILSM and all other members of staff, particularly Class Teachers and Learning Support Assistants, have important day to day responsibilities. All Teachers are teachers of children with special educational needs. We endeavour to ensure that Teachers are able to identify and provide for those pupils with special educational needs, allowing them to fully integrate in all school activities together with pupils who do not have special educational needs. We are committed to providing training and professional development to all staff to ensure they are fully skilled in creating an inclusive learning environment.

School SEND support takes many forms. It could include:

- support from an LSA or teacher
- a programme of support for a specific area of learning
- peer to peer support
- individual reward systems
- small group work
- support for emotional needs to help children regulate their own behaviour a
- preteaching and overlearning to help support children remember and recall learning
- alternative learning environments

(For more information, see the Special Educational Needs Information Report on the school website.)

Outside agencies

The school has limited access to a range of LEA professionals who offer advice, assessments and monitoring in several areas. These include an Educational Psychologist (EP), and Advisory teachers in Learning and Language (LLS) and Behaviour Support (BS). The Physical and Sensory Support Service (PSSS) advises on all physical disabilities including visual or auditory impairment and help with accessing specialist equipment and adaptations to the site and working environment. We also have links with the Child and Adolescent Mental health Support team (CAMHS), Freemantles Outreach for help in the field of Autistic Spectrum Disorder (ASD), Occupational Therapy services (OT) and the Speech and Language Therapy service (SLT). In school we have a home-school link worker (HSLW).

These outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment and advice. There must be agreement from both parents and the school in order for outside agencies to visit children in school.

Monitoring provision

Provision and progress for individual pupils on the SEND register is recorded in the **SEND Support Arrangements** document. This document includes the One Page Profile, information about the child including their family, details of their SEND and a record of outside agencies who may be involved. The **Provision Map** is attached to the SEND Support Arrangements as a way of showing the targets and interventions which the child has been given each term and is

written by Class Teachers and shared with parents. The Provision Map is reviewed termly at the Wave Review meetings, whilst the One Page Profile is updated annually by the Class Teacher. The **SEND profiles of need** are consulted to help inform the 'assess, plan, do, review' cycle and as a way of monitoring at which stage of the graduated response a child may be.

Monitoring the effectiveness of interventions on children's progress is an ongoing process and takes place during:

- Marking of work to inform the next stages of learning;
- Pupil Progress meetings
- Review of progress data
- Assessments and testing;
- Parents' evenings and end of year school reports;
- End of term Wave Reviews of individual targets;
- Completion of the SEND Profiles of Need where required
- Reviews by outside agencies;
- Annual Reviews for children with Education Health and Care Plans. (EHCPs)

Specialist SEND Support and Education and Health Care Plans (EHCP)

Through the school's continual process of observing and assessing there may be occasions where as a school we recognise that we are unable to fully meet the needs of a pupil through our own provision arrangements. Further specialised assessment from external agencies / professionals will be sought and the assessment and intervention captured in the SEND Support Arrangements, at the stage of specialist SEND support.

Where the child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the school may consider an **Education, Health and Care (EHC) needs assessment**. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

A request for an EHCP (previously a Statement of Educational Need) will be made in partnership by the school and parents to the LEA if the child has demonstrated significant cause for concern. We do not consider it best practice for parents to make their requests, for assessment, without consulting with school because we do not feel this demonstrates a child centred approach. A detailed portfolio of information is required to be submitted to the Surrey '**Learners' Single Point of Access' (L-SPA)**, as detailed below. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and all actions taken to deal with those needs.

The evidence will include:

- The completed and reviewed SEND Support Arrangements.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents. The parents of any child who is referred for an EHCP will be kept fully informed by the LEA of the progress of the referral and be asked to submit their own views.
- Views of the child. The child will be asked to input into the information collecting process in an age appropriate way.

If, having looked at the evidence, the LEA deems it appropriate, the child will receive an Education and Health Care Plan. This will embody detailed targets for the coming year, and these will be reviewed annually. An Education Health Care needs assessment will not always lead to an Education Health Care Plan. More information for families who live in Surrey, about the process from start to finish can be found [here](#):

Transition between key stages for children with SEND

It is important that transitions at the beginning and end of the child's time at Shottermill Junior School go smoothly and that provisions already in place for a child with SEND are maintained as seamlessly as possible. To achieve this meetings are held during the summer term before transition, between teachers and the ILSM of partnership schools, to share information and allow the receiving school time to put individualised provision in place. All children have transition days at their new school and for vulnerable children who may find the experience worrying, extra days and programmes of support are put in place. The ILSM will meet with parents of children with SEND in year 2 prior to them starting in year 3. In year admissions of SEND pupils will involve liaison between parents, ILSM, the admissions team and other specialists involved with the child.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their child's education and have regular meetings with the class teacher to share information about the child's progress.

The school website contains key information for parents of pupils with SEND, including the SEND policy, the SEND Information report and links to the Surrey local SEND offer which details the services available in Surrey for children with SEND. This can be found at www.surreylocaloffer.org.uk.

Parents may contact the Headteacher, ILSM, Teachers and office by phone and email and appointments may be made to discuss matters with any of the staff.

Funding and allocation of resources

The Headteacher and School Business Manager are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Funding is made up of three elements, as follows:

1. Mainstream schools receive funding for all pupils, regardless of SEND, of around £4000 per child per annum.
2. Mainstream schools also receive a proportion of their budget in order to support SEND pupils in school. This is calculated through a formula which considers pupil achievement in Early Years.
3. In order to meet the provision stated in a child's EHCP, the LEA will provide extra funding as a 'top up.'

The role of the Governing Body

The Governing Body works with the school and its members to secure necessary provision for any pupil identified as having special educational needs and to ensure that funds and resources are used effectively. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

Monitoring and evaluation of SEND

The Headteacher and ILSM monitor the movement of children within the SEND system in school and provide governors with regular summaries of the impact of the policy on the practice of the school. The ILSM, Headteacher and named Governor meet to review the work of the school in this area.

General Data Protection Regulation

We keep comprehensive, detailed records relating to pupils with SEND, which are held securely in a locked cabinet. All records from previous schools are transferred when a pupil arrives at our school, although conversations with the ILSM about special needs are strongly encouraged prior to your child starting with us. When your child leaves, all SEND records are passed on to the SENCo at the receiving school. We retain electronic copies of SEND records for our own records for 3 years, before these are safely destroyed.

SJS 10

Our expectations of Teaching & Learning:

- A strive for excellence through high levels of challenge and expectation, which help children develop core skills and achieve well across all subjects.
- Memorable learning experiences, with concrete real life examples, which exploit opportunities for children to make connections across the curriculum.
- A safe, positive and inspiring learning environment where children feel comfortable to take risks and ask questions.
- Maximum use of displays, resources, technology, visitors and educational trips to support learning effectively.
- New content introduced progressively, with many opportunities to refer back to prior learning.
- Clear learning objectives which relate to success criteria that children can aspire to achieve. Effective assessment and review of prior learning will underpin this.
- Continuous provision, underpinned by Bloom's Taxonomy to ensure all children, regardless of their ability, can progress in their learning.
- Varied approaches to ensure concepts are embedded such as words, pictures, diagrams to aid memory and retrieval.
- Opportunities provided for collaborative and peer to peer learning where children take ownership and build their resilience using our Growth Mindset principles.
- Opportunities for children to further their understanding because of effective feedback. Guided teaching, modelling and use of supporting adults will help to facilitate this.



Shottermill Junior School Universal Provision

Effective Learning Environments		
Organised resources, clearly labelled.		✓
Attention is paid to seating, lighting and position of resources.		✓
Have a timetable on the wall showing when equipment and homework is due in.		✓
Sitting position in class, close to board or teacher, quiet working zone if needed.		✓
Visual timetable.		✓
Checklists reminding them of what particular equipment is needed and when homework is due in.		✓
Resources to support word choice and punctuation are available on tables.		✓
Key words are displayed in the classrooms.		✓
Adaptations to the Curriculum		
Differentiation for support, core, more able and gifted and talented pupils in all subjects.		✓
Access to practical apparatus.		✓
Variety of learning styles –visual, kinaesthetic and auditory.		✓
Use engaging strategies e.g. drama, art.		✓
Choice of recording formats to present work – laptops.		✓
Mind mapping and Story Mountains are used by all staff to organise writing.		✓
Teach handwriting using a continuous cursive handwriting.		✓
Daily spellings and sounds.		✓
Weekly reading.		✓
Alternative assessment resources such as use of laptops or voice recorders to present ideas.		✓
Half termly monitoring of the whole class to assess the progress in reading, writing and maths.		✓
Alternative Teaching Strategies		
Repeat and clarify instructions if needed.		✓
Begin lessons by making the objective clear.		✓
Opportunity to develop spiritual, moral, social and cultural development.		✓
Take time to teach organisation skills.		✓
Ask them to stop, look and listen before giving instructions.		✓
Hands up policy to allow pupils time to consider their responses.		✓
Provide transcripts of work on the board to avoid copying errors.		✓
1:1 adult support to reinforce strategies within the classroom if required.		✓
Positive marking strategies and next step marking policy.		✓
Provide help on individual whiteboards to support instructions or starters.		✓
Teacher observation to identify and eliminate barriers to learning.		✓
Securing Motivation and Concentration		
Set clear boundaries.		✓
Insist on manners and promote positive behaviour.		✓
Behaviour tracking systems (see Behaviour Policy)		✓
Celebrate achievements – reward systems in class, in the playground and at lunch time.		✓
Pastoral care and nurturing of individual needs.		✓
Parental Support		
Home/school communication books where needed.		✓
Homework diary provided with helpful hints on the school website.		✓
Termly written progress reports.		✓
Termly curriculum overviews provided on school website and newsletters to parents.		✓
Signposting to family support agencies via HSLW.		✓
Information via emails and paper copies to pupils who need it.		✓

Shottermill Junior School Provision Map (Example)



Provision Map for: Autumn 2014				Class: 6C	Name: Harvey Nicholls	
Wave 2 / 3 Interventions: (See below)						
Intervention	Frequency / Duration	Group size	Entry data	Intervention target	Exit data	Review
Sentence construction work <i>(Small group work working on building, constructing and developing sentences)</i>	20min session 3 x a week for 10 weeks	1:1 with TA	Is able to write independently but not always with correct punctuation.	To be able to write a passage independently with 5 or more correctly demarcated sentences using full stops and capital letters.	Harvey was able to produce a set of instructions and remembered his full stops and capital letters for every sentence.	4 – Child has exceeded their target.
Maths Intervention Group <i>(The children in these groups will have access to the same work that is being taught in class however they access the curriculum in a more focused setting with lower pupil: teacher ratios.)</i>	5 x 1 hr maths sessions a week for a term.	1:12 with teacher	Currently working below age related expectations. or Mental maths score =	To be able to add or subtract two digit numbers and bridge over 100.	Child is working above age related expectations.	4 – Child has exceeded their target.
English Intervention Group <i>(The children in these groups will have access to the same work that is being taught in class however they access the curriculum in a more focused setting with lower pupil: teacher ratios.)</i>	5 x 1 hr English sessions a week for a term.	1:12 with teacher	Currently working below age related expectations. or Reading age =	To be able to answer inference and deduction questions about a text and be able to record answers to these.	Child is working at age related expectations.	3 = Child has met the target
SNAP Maths <i>(Small group taught by a class teacher focussing on developing mental arithmetic and concept of number)</i>	10mins every day	TA with 3 children	Child is working at unit 30	To develop mental arithmetic skills, in particular, ordering numbers to 100. To be confident working on unit 35.	Child is now working at unit 33.	2 = Child has partially met their target.

Beat the Clock (Children develop times tables and related division facts through a timed rapid recall task)	10mins every day	TA with 3 children	Number of correct responses in 5 minutes is currently 10.	To be able to recall 5x and 6x multiplication tables by heart when tested on three occasions.	Number of correct responses has increased to 25 over 5 mins when tested.	3 = Child has met the target
Reading for comprehension (Small group work looking at passages of text and developing comprehension through developing inference skills)	25 minutes twice a week	TA with up to 6 children	When tested on a reading comprehension test, child scored 5.	To be able to develop comprehension of a simple text, using clues from pictures and inference to help build up a picture of a key event or character.	When tested on a reading comprehension test, child scored 5.	1 = Child has not yet met the target
Individual Reading (1:1 adult led session with child to develop love of reading, decoding using phonic strategies and comprehension of text meaning)	10mins every day	1:1	SALFORD reading age test score = 9yrs 5months	To develop fluency of reading high frequency words and to be able to answer direct comprehension questions through retrieval of key words in the text.	Children's SALFORD reading age increased by at least 3 months in 10 weeks	3 = Child has met the target
Social Stories (Small group work on developing understanding of dealing with situations through a story-telling approach involving consequences of actions)	30mins every day	TA with 3 children	Behaviour incidents over the half term has reached 9.	To use kind words. To understand consequences of actions, both positive and negative. To follow instructions from an adult.	There have been no further behaviour incidents.	3 = Child has met the target
Speed up writing (Small group work where children develop their gross and fine motor skills through completed the exercise programme)	30 mins twice a week	TA with up to 6 children	Child is able to join most letters but cannot consistently form a clear 'a' or 'o'.	To be able to join the letters 'o' and 'a' correctly to other letters.	Child has improved letter joins and is using correct letter joins for 'o' and 'a'. Child is now using a more cursive and neater style of writing.	4 – Child has exceeded their target.

Review of the provision map will take place termly using the following key:

1 = Child has not yet met the target	2 = Child has partially met their target	3 = Child has met the target	4 = Child has exceeded their target
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