



Policy for Special Educational Needs and Disability (SEND)

Governors' Committee Responsible:	Children & Learning Committee
Governor Lead:	Kate Cornish
Nominated Lead Member of Staff:	Special Educational Needs Co-ordinator (SENCo) Zoë Jones
Status & Review Cycle:	Statutory (Annually)
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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:

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Introduction

Shottermill Junior School has a named 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 SENCo is a qualified teacher who works part time in close collaboration 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: *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. This may involve offering alternative activities;
- 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 the SENCo

The SENCo 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 colleagues, including teachers and learning support assistants (LSAs);
- Liaising with parents of children with SEND, including termly, scheduled meetings;
- 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 (EHCPs);
- Organising and holding annual 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.

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

- **Communication and interaction**
- **Cognition and learning**
- **Social, Emotional and Mental 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) and with reference to the Surrey document 'Ordinarily Available Provision (schools)'. At this stage, the pupil is at the **Universal level** of 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 SENCo. The child may be placed on the Special Needs Register, with parental agreement. Additional interventions at the stage of **SEND support** will be considered, after discussion with the SENCo and a Provision Map written for the pupil, identifying the targets for that pupil and associated interventions. (See appendix 3.) This is known as **Targeted Support**. Parents will receive copies of their child's provision map and are invited to review progress at a termly Target Review meeting with the class teacher and SENCo. The SENCo may support through providing further assessment of the child as necessary.

Some children on the SEND register at **SEND Support** will require more **Specialist Support**. This means school may liaise with outside specialists and agencies to provide more information and guidance. This happens if they:

- Continue to make little or no progress in specific areas after 2 cycles of **Assess, Plan, Do, Review**;
- Continue working substantially below age related expectations or fall further behind their peers;
- Continue to have difficulty in developing literacy and mathematical skills;
- Have social, emotional or mental health difficulties, which regularly and substantially affect their ability to access learning, or difficulties that significantly affect access to education for other learners;
- Have sensory or physical needs and require 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.

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 SENCo 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 Target 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 SENCo. In some cases, outside professionals will also be part of the support.

Review: The plan will be reviewed each term, at a Target Review Meeting where the Class Teacher, SENCo and parent will discuss progress and review provision. If a child is to be removed from the SEND register, this will also be discussed during this meeting. For pupils with an Education Health and Care plan, the school is required by the Local Authority to review 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 SENCo 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:

- a programme of support for a specific area of learning
- peer to peer support
- individual reward systems
- additional support from an LSA or teacher
- small group work
- support for emotional needs to help children regulate their own behaviour
- pre-teaching and overlearning to help support children remember and recall what they've learnt
- 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 'Surrey Teachers for Inclusive Practice' (STIPs) team who can offer advice about Learning and Language and Behaviour Support. 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 Surrey's 'Children & Young People's emotional wellbeing and mental health service,' known as Mindworks. We can also refer children to Freemantles Outreach for help in the field of Autistic Spectrum Disorder (ASD), Occupational Therapy services (OT) and the Speech and Language Therapy service (SaLT). 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 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 on the child's individual Provision Map. We use the 'Edukey' system for Provision Mapping. When we are considering applying for an Education, Health and Care Plan, more detailed information is gathered and recorded in the **SEND Support Arrangements** document. This

document includes the One Page Profile, background information about the child including their family, details of their strengths and needs, as well as a record of any 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 a Target Review meeting, whilst the Class Teacher, with input from Learning Support Assistants, updates the One Page Profile annually.

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 Target Reviews of individual provision map targets;
- 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 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 about whether to carry out an assessment, 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 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 own requests, 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, as well as documentation in relation to the child's special educational needs and all actions taken to meet 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 (including phonics) 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 –gathering process in an age appropriate way.

If, having looked at the evidence, the LEA agree to carry out an assessment, the child will be assessed by relevant professionals, such as an Educational Psychologist. The LEA then reviews these assessments and decides whether to issue an EHCP. If a child is issued with an EHCP, this will state outcomes for the end of Key Stage, which will be reviewed

annually. An Education Health Care needs assessment will not always result in an Education Health Care Plan being issued. More information for families who live in Surrey, about the process from start to finish can be found here: <https://www.surreylocaloffer.org.uk/lspa>

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 SENCO 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 SENCo may meet with parents of children with SEND in year 2 prior to them starting in year 3, where required, to ease transition. In-year admissions of SEND pupils will involve liaison between parents, SENCo, 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 their child's needs. All parents of children with special educational needs are treated as valued partners. They are encouraged to play an active 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 their 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 <https://www.surreylocaloffer.org.uk/parents-and-carers>

Parents may contact the Headteacher, SENCo, Teachers and office by phone or email and appointments can 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.
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.' This banding arrangement should reflect the provision stated on their plan and is at 4 levels: Targeted 1, Targeted 2, Enhanced 1, Enhanced 2. On rare occasions, bespoke funding is agreed.

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 SENCO 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 SENCO, 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. Printed copies are only stored where necessary. All other records are held electronically on our secure school network. We use secure email services (Egress) to send/receive information with external professionals. All records from previous schools are transferred when a pupil arrives at our school, although conversations with the SENCo about special needs take place prior to this. When a child leaves, all SEND records are sent securely (signed-for delivery or via Egress) to the SENCo at the receiving school.

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, as identified in Rosenshine's Principles of 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 but being mindful of cognitive load theory.
- 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

This list is specific to Shottermill Junior School and incorporates provision & strategies listed in Surrey's Ordinarily Available Provision document [Ordinarily Available Provision](#)

Effective Learning Environments

- Resources to support learning and regulation are available, organised, labelled and accessible.
- Attention is paid to seating, lighting, noise and ventilation.
- Consideration is given to individual seating positions in class, including quieter zones.
- Classrooms are tidy and clutter-free.
- A daily, visual timetable is displayed with consistent symbols used across all classrooms.
- Key vocabulary is displayed.
- Zones of Regulation information, the Worry Tree and a 'tell me' jar are accessible.
- Display boards have a hessian backing to help limit visual noise and draw attention to information.

Adaptations to the curriculum

- Adapted learning tasks to suit learners at different stages, in line with the Teaching & Learning Policy
- Practical resources, such as manipulatives, to support concrete learning
- Use of alternative recording methods, such as Chromebooks and voice recorders
- Mind maps and planning sheets to organise writing
- Little Wandle Phonics, Fluency Club, Book Club and guided reading, in line with the Reading Strategy, including regular spelling tasks and tests

Teaching strategies

- Follow Rosenshine's Principles when planning and delivering lessons
- Break down instructions, repeat information and clarify tasks
- Clear learning objectives and success criteria displayed and explained
- Modelling, clearly demonstrating what successful work looks like, e.g. using a visualiser
- Opportunities to develop spiritual, moral, social and cultural development
- Promote independence and development of executive functioning skills, including organisation
- Encourage and praise 'good looking and listening' in all lessons
- Allow pupils thinking time to consider their responses
- Provide transcripts of work on the board to prevent copying errors
- Additional adult support, where required
- Assessment for learning across the curriculum with feedback given at the point of learning, in line with the Teaching & Learning Policy
- Using flexible groups in response to strengths and needs

Securing motivation and concentration

- Set clear boundaries, establish class rules, follow the PSHE Charter
- Model good manners and promote positive behaviour in accordance with School Values
- Use and analyse behaviour tracking systems such as ABC charts and behaviour monitoring forms (see Behaviour Policy)
- Celebrate achievements using reward systems such as house points and head teacher awards in all areas of school life
- Pastoral care and nurturing of individual needs by all adults, including HSLW and ELSA

Sharing information with parents and carers

- Home/school communication books where needed
- Homework is set and turned in using Google Classroom
- Annual written progress report and 2 parent consultation meetings per year
- Termly Target Review Meetings for pupils on the SEND register
- Termly curriculum overviews published on school website, Google Classroom and via newsletters
- Signposting to family support agencies via HSLW

Appendix 3: Sample Provision Map from Edukey

Assess

Areas of strength: Child A is kind, friendly and sociable with a passion for sports and a love of art. They are a member of the Sports Council at school and regularly take part in sporting activities.

Areas of concern: Child A struggles with spelling and reading. They have a diagnosis of dyslexia and can become frustrated by their difficulties.

Latest Assessment Information

Book band: copper **Maths teacher assessment:** Year 6 beginning **PIRA reading assessment score:** 88 **PUMA maths assessment score:** 98
Reading teacher assessment: Year 5 developing + **Writing teacher assessment:** Year 5 developing +

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Decoding	To use contextual clues when reading.	Achieved when tested 5 out of 6 occasions.	Regular reading to an adult in school.	
Spelling	Learn to spell high frequency words.	Correct spelling of high frequency words.	Precision spelling with LSA daily for 5 minutes	
SpLD (Specific learning difficulties)	To complete written classwork within a negotiated time period.	A is able to complete agreed amount of written work in 4 out of 5 lessons.	Prompts and headings provided to help with sequencing/recording of information. Reward for successful completion of work. Task management board. LSA to check in during lesson.	
Dyslexia	Check that your plan includes all aspects of the given topic.	Improvement in quality and quantity of written work.	Planning template. Writing tuition 1 x weekly with JC.	
Summary	With support for spelling and planning, we are confident that A will be able to improve their writing. We would like to see A move up to the next bookband by the end of the term. We would welcome parents to listen to A read daily, in order to help with this goal.			
Parent / Guardian contribution				
Pupil contribution	A was proud of their last piece of writing about fireworks and would like to be able to use more of the spellings they have learnt in their next piece of writing. A likes reading to Mrs C.			