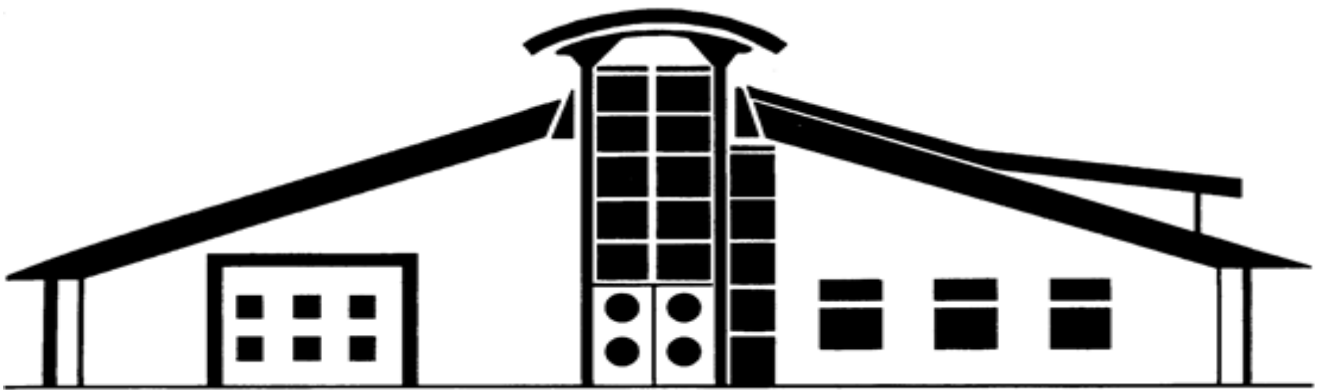


HOLMESDALE COMMUNITY INFANT SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Agreed by StaffNovember 2023

Approved by GovernorsNovember 2023

Review Date.....November 2024

HOLMESDALE COMMUNITY INFANT SCHOOL

Special Educational Needs and Disability (SEND) Policy

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The SEND Policy in Holmesdale Community Infant School is reviewed annually with staff and Governors. The Governors review the effectiveness of the work of the school on behalf of our pupils with SEND through a sub-committee of the Governing Body, the Teaching and Learning Committee, who report annually to the Governors Meeting in the summer term. This policy complies with the statutory requirement in the SEND Code of Practice: 0 to 25 years, September 2014

Section 1: Mission Statement

At Holmesdale Community Infant School, we aim to enable every child to learn as effectively as possible, to enjoy their learning and to provide a foundation for life-long learning. We strive to develop an individual sense of self-worth for every child and to create a community that cares, is fair, and is accepting of others and celebrates uniqueness.

We plan to take into consideration any needs individual pupils may have which are different from others of their own age. We aim to provide for personalised learning styles by differentiating the curriculum, providing additional support and resources.

Definition of SEND

Within the school, there will always be a number of pupils who for a variety of reasons are classed as having 'special educational needs'. At Holmesdale Community Infant School, we use the definition for SEND from the SEND Code of Practice (September 2014).

This states:

'A child or young person has special educational needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made, if he or she has:

- a) a significantly greater difficulty in learning than the majority of others of the same age
- b) a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

- c) A child under compulsory school age has special educational needs if he or she is likely to fall within (a) or (b) above or would do so if special educational provision was not made for them.’ (Section 20 Pupils and Families Act 2014.)

This definition is taken from the SEND Code of Practice, 2014 published by the DfE. It is the guide that all schools and Local Authorities in England and Wales must take into account when organising and providing for pupils with special educational needs.

At Holmesdale Community Infant School, the progress and welfare of pupils with SEND is managed by the SENCo. The SENCo, in liaison with the parents of the child, the child’s class teacher, the Head teacher, the Deputy Head, the Year Group Leaders and support staff from within and outside school will monitor the learning, social, physical and emotional needs of identified pupils and set in place programmes to measure progress against agreed targets.

Any parents or carers who have concerns about the educational progress, physical, social or emotional well-being of their child should seek an initial appointment with the child’s class teacher or the SENCo.

Section 2: Roles and Responsibilities

The **School Committee** will ensure that the school fulfils its legal duties with regard to special educational needs. This will include maintaining an overview of the learning support procedures and resources, and reporting annually on the effectiveness of the school’s Special Educational Needs and Disability Policy.

The **Head Teacher has** overall responsibility for ensuring the Special Educational Needs and Disability Policy is implemented and is responsible for Safeguarding.

The responsibility of the Head is:

- Overall responsibility for the organisation of SEND
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Ensure that children with needs join with all pupils in the activities of the school as far as is reasonably practical
- Reporting to parents on the implementation of the SEND policy
- Having regard to the Code of Practice when carrying out their duties to pupils with SEND
- Ensuring that parents are notified of any decisions to support or changes to a child’s provision

The **SENCo** takes the lead in work relating to pupils with SEND. Staff liaise closely with her on the progress of all pupils with SEND to ensure continuity and support for them and their families.

The responsibility of the SENCo Mrs Helen Short is:

- The day-to-day operation of the school’s SEND policy
- Supporting staff to identify children with additional needs
- Maintaining the school’s SEND Register
- Co-ordinating provision for pupils with SEND following analysis of assessment data
- Monitoring the provision for pupils with SEND
- Liaison with parents/ carers of pupils with SEND
- Overseeing all records including Surrey SEND Support Arrangement Plans for pupils with SEND and ensuring that relevant background information about children is collected, recorded, updated and disseminated
- Liaising with outside agencies including the Educational Psychology Service and Learning Support Service, medical professionals, Social Services and voluntary bodies and sharing information where appropriate
- Liaise and engage with outside agencies and where possible follow the advice and suggestions given
- Liaising with staff in school regarding SEND policy and practise

- Advising and supporting staff to deliver quality first teaching and meet the needs of children in school
- Managing SEND Support Staff
- Contributing to in-service training and professional development for staff

All **Class teachers** are teachers of pupils with SEND, supported by Learning Support Assistants / Special Needs Assistants and should ensure that they are providing inclusive high quality first teaching, which is scaffolded for individual pupils. Differentiation will only be used when a child's needs are complex, and learning cannot be accessed without it.

Class teachers have the responsibility to:

- Ensure that the needs of all children are met through Quality First Teaching
- Use information gathered from other agencies prior to admission, through Foundation Stage Profiles, and in- school assessment to identify learning needs
- Work from the child's existing knowledge and skills to identify and plan the next steps in their learning using a Surrey SEND Support Arrangement Plan
- Support the child within the class to achieve next steps and access National Curriculum
- Ensure that ongoing observation and assessment provide regular feedback to the child, parents and staff about their achievements and progress
- Consult with the SENCo when initiating a stage of the SEND process or if the advice of outside agencies is required
- Liaise and engage with outside agencies and follow the advice and suggestions given

Learning Support Assistants / SEND Support Staff have the responsibility to:

- Work with high priority SEND pupils
- Take a key role in delivering specific interventions to meet the needs of individual / groups of pupils at Targeted and Specialist support
- Improve outcomes for individual and groups of pupils
- Play a significant role in helping to develop pupils' self- confidence and independence in order for them to achieve their academic and social potential
- Liaise and engage with outside agencies and follow the advice and suggestions given

SEND Support Staff working with individual pupils have the responsibility to:

- Work with pupils who have an EHCP or high priority SEND as directed by the SENCo or class teacher
- Take a key role in delivering specific interventions to meet the needs of an individual pupil
- Improve outcomes for individual pupils
- Enable individual pupils to fully access the National Curriculum
- Play a significant role in helping to develop an individual pupil's self- confidence and independence in order for them to achieve their academic and social potential
- Have an understanding of the specific needs of the individual pupils in order to be their advocate
- Liaise and engage with outside agencies and follow the advice and suggestions given

The Emotional Literacy Support Assistants (ELSA) have the responsibility to:

- Liaise with the SENCo and Deputy Head to priorities access to provision and review progress
- Support pupils to recognise, understand and manage their emotions
- Plan and deliver individual and small group support programmes
- Improve outcomes for individual pupils with social, emotional and mental health needs
- Liaise closely with teachers, other support staff and parents to ensure best outcomes for pupils

Parents have the responsibility to:

- Support their child, giving encouragement and positive reinforcement
- Liaise with school about any concerns they have for their child

- Inform the school of any SEND needs
- Attend meetings and reviews
- Work with the school to support the outcomes on their child's ISP

The SEND Governor has the responsibility to:

- Have an understanding of the SEND Code of Practice: September 2014
- Ensure the school fulfils its statutory duties under the SEND Code of Practice: September 2014
- Report to other Governors on the implementation of the SEND Policy
- Ensure provision is being made for pupils with SEND as far as reasonably practicable
- Ensure the inclusion of pupils with SEND in all areas of school life as far as is reasonably practicable
- Ensure that parents are kept fully involved in any decisions about a child's provision

Designated Safeguarding Leaders (DSL and DDSLs):

Mrs Sharon Mullarkey (Lead)
 Mrs Lynda Hill
 Miss Linda Yeates
 Mrs Helen Short
 Mrs Katie Learwood
 Mrs Kate Fisher (Designated Governor)

Looked After Children (LAC) and Previously Looked After Children (PLAC)

Mrs Lynda Hill Deputy Head

Pupil Premium Leader (PPL)

Mrs Lynda Hill Deputy Head

This policy was created in partnership with, the Head Teacher, Deputy Head, the SEND Governor and the SENCo. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (September 2014).

Section 3: Aims and Objectives

At Holmesdale Community Infant School, all pupils, regardless of their particular needs, are provided with inclusive quality first teaching, which enables them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Aims

- To ensure that all children have access to a broad and balanced curriculum, differentiated as appropriate to meet the needs of individual children
- To ensure that all children have access to inclusive, quality first teaching
- To ensure that all children to be given equality of opportunity to participate fully in school activities
- To have a common understanding of the needs of pupils with SEND for staff, parents and governors
- To ensure that all staff and governors use their very best endeavours to give pupils with SEND the support they need
- To ensure that pupils with SEND are identified as early as possible so that intervention and support can be put in place and progress monitored effectively
- To ensure that all children with SEND have ambitious educational and wider outcomes which are planned together with parents / carers, the school and outside agencies
- To support all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting point
- To ensure that there are appropriate resources, expertise and equipment for pupils with SEND.
- To recognise that all pupils are fully included in the life and work of the school

- To work towards all pupils becoming confident individuals who will be able to make a successful transition on to the next phase of their educational journey
- To ensure that pupils' views are valued and listened to
- To monitor and evaluate policy and practice at regular intervals

Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure clear process for identifying, assessing, planning providing and reviewing pupils who have Special Educational Needs and Disabilities
- To make sure that pupils and their parents / carers are at the centre of all decision making processes
- To develop an effective whole school provision management of targeted and specialist support for pupils with Special Educational Needs and Disabilities
- To provide support and advice for all staff working with pupils who have Special Educational Needs and Disabilities
- To ensure effective communication and advice relating to pupils with Special Educational Needs and Disabilities
- To develop a whole school ethos where every teacher is a teacher of pupils identified as having Special Educational Needs

Section 4: Identifying Special Educational Needs

The Code of Practice (SEND Code of Practice 2014) describes four broad areas of need and support for Special Educational Needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Criteria for Triggering SEND Procedures in Holmesdale Community Infant School

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Head Teacher, Deputy Head, Year Group Leader and SENCo. A plan of action is agreed.
- Class teachers are continually assessing children's progress. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - fails to match or better the child's previous rate of progress
 - fails to close attainment gaps after receiving quality first teaching and interventions
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality

First Teaching and additional support at home. There may be a period of monitoring the child particularly if support or a referral has been requested from other agencies or professionals.

It is considered a vital role for teachers to monitor the progress of pupils in their class and teachers will take part in pupil progress meetings each half term.

Any pupils experiencing difficulties with their learning should have targets set to monitor their progress and the SENCo should be informed that they are being monitored. All pupils are assessed in line with the school's Assessment Policy.

Any child who is causing concern to staff, either because they are achieving at a lower level than expected, or who are achieving at a lower level than expected from their previous performance in school, will be identified as experiencing difficulties with their learning and the SENCo will be informed of these initial concerns.

Pupils who are EAL may not be SEND but their progress will also be monitored to ensure that the appropriate provision is in place.

Holmesdale Community Infant School recognises guidance from Surrey County Council on 'The Right Provision at the Right Time' to support planning and decision making for pupils with SEND.

Section 5: A Graduated Approach to SEND Support

All staff provide inclusive, high Quality First Teaching through Universal provision and monitor the progress of all pupils in their class. Progress in Foundation Stage is recorded in their Learning Journey. The achievements of each pupil in Key Stage 1 are recorded on Class Tracking grids and individual teachers' records of Reading, Writing, Phonics, Maths and other curriculum areas.

Initial Concerns

Initial concerns will be indicated from profile records and tracking grids by a lack of expected progress. High quality teaching, provision and resources are differentiated for individual pupils as a first step in responding to pupils who may or may not have SEND and intervention programmes may be put into place. Parents/carers will be informed of the extra provision their child will receive and these will be regularly reviewed.

Pupils who continue to make less than expected progress cause will be regarded as having a 'special educational need.' The class teacher and the SENCo will consider all of the information gathered from within the school about the child's progress alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. Parents/ carers will be informed of concerns regarding the progress of their child and teachers will explain that this is a 'special' need i.e. outside the normal differentiation in class. Staff will complete a **profile (appendix 1)** with the child under the headings: 'What people like about me and what I like about myself', 'What is important to me' and 'How best to support me'.

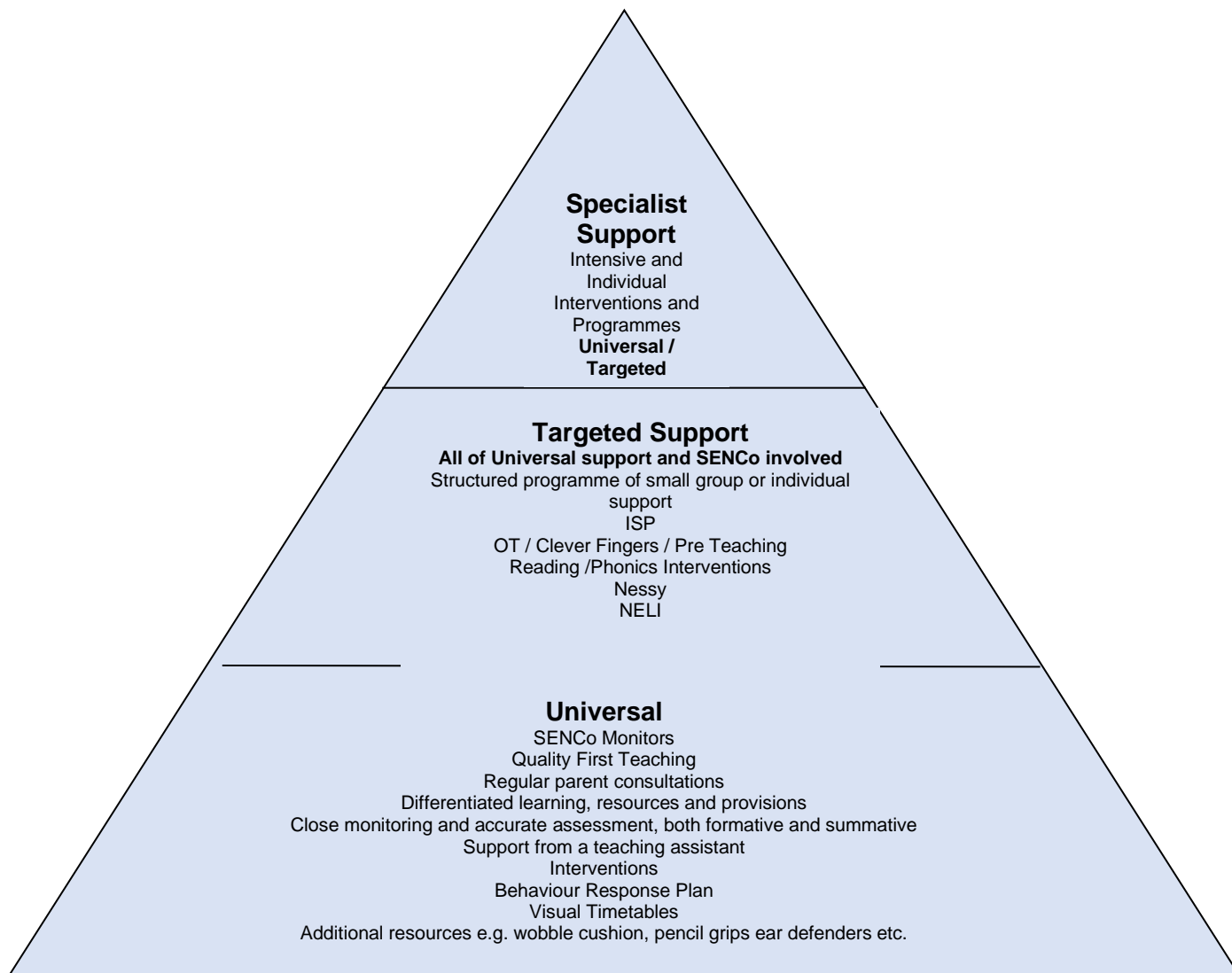
A **Surrey SEND Support Arrangement Plan** will be drawn up, written by teachers in consultation with the SENCo. We believe partnership with parents is vital. Teachers will explain how staff will be working with the child in school and any ways parents may contribute to this process by working with their child at home. A date will be set and recorded on the Surrey SEND Support Arrangement Plan for the review of targets. Pupils who have a special educational need will be included in the school's register of SEND and will be supported through **Targeted Support**.

In some cases, pupils will not make expected progress despite having targeted programmes of work arranged by staff within school. For higher levels of need, the SENCo, after consulting with parents, will arrange for consultation and assessment by relevant outside agencies who can work with staff to set new targets for the child. These will then be incorporated into the Surrey SEND Support Arrangement Plan and a review date will be set.

Specialist Support.

Throughout the process there will continue to be the **ASSESS – PLAN – DO – REVIEW cycle** in order that the correct support is in place.

A tiered approach to educational support at Holmesdale Community Infant School



Statutory Assessment

In some cases, pupils will continue to experience difficulties with their learning. The SENCo and class teacher may discuss the child's progress with parents and decide on one of the following courses of action:

- To continue to pursue strategies and support, as advised by outside agencies, put in place by the school, in close liaison with parents/ carers, or
- To recommend that documentation and further assessments are carried out and the information is sent to the Local Authority to assess whether the child should have an **Educational Health Care Plan (EHCP)**. If the local authority agrees that the child meets the criteria for Statutory Assessment, this will take place including assessment by the Educational Psychologist and other agencies that are involved with the child.

Following receipt of these reports, the local authority will decide whether the child meets the criteria for an **Educational Health Care Plan**. If this is approved, the Local Authority will send out a document detailing the needs of the child and requiring that certain resources are put in place by the school. This might be a level of support from a member of staff, and/ or recommendations for resources and

equipment to enable the child to access the curriculum more effectively.

At least once a year, a formal review meeting will be called and the parents/ carers and all professionals working with the child will be invited to attend. At the meeting, the child's EHCP will be reviewed in light of progress made throughout the year. The review meeting will recommend either retaining the plan, ceasing to maintain it or suggesting changes to the level of support the child needs.

Section 6: Managing Pupils' Needs on the SEND Register

Once a child is on the SEND register, they will have a **Surrey SEND Support Arrangement Plan**, which will have targets linked to their area of difficulty. The targets will be discussed with the child in school and parents are invited to a termly meeting in school where strategies and advice will also be given on how to support these targets at home. Through applying the **ACCESS – PLAN – DO – REVIEW cycle** the targets will be reviewed each term and new targets given if appropriate. A **summary of progress** each term will also be shared with parents.

The SENCo has overall responsibility for maintaining and updating the SEND register and for monitoring pupils' progress. Class teachers hold the responsibility for evidencing progress according to the outcome in the plan and will bring this to pupil progress meetings held each term. In consultation with class teachers, the SENCo makes the decision as to whether it is necessary to engage specialist services to draw on more specialised assessments. Parents' consent is always needed for this.

Section 7: Criteria for exiting the SEND register

If a child on the SEND register makes good progress and attainment so that they now are achieving the expected level of development, in consultation with class teachers, parents/carers and the SENCo it may be decided that the child no longer needs to be on the SEND register.

The final **Individual Support Plan (ISP)** will evidence that the child has achieved their targets and is now achieving the national expectations of progress. The child will continue to be monitored carefully at termly pupil progress meetings by the class teacher and Senior Leadership Team to move their attainment to that of meeting or exceeding age expectation. The child will also remain on a "monitoring," list held by the SENCo.

Section 8: Supporting pupils and families

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of pupils with special educational needs with their parents. We involve parents in the decision to bring in support from outside agencies. The school also provides parents with information regarding the Surrey SEND information, Advice and Support Service (SENDIASS) and other voluntary support agencies as appropriate. SENDIASS provide impartial and independent information, advice and support to parents of children with Special Educational Needs and Disabilities at all stages of their child's school life. (See information below.)



Surrey SEND information, Advice and Support Service (SENDIASS)

Consort House
5-7 Queensway
Redhill
RH1 1YB

Helpline: 01737 737300

Admin: 01737 737301

Email: spp@surreycc.gov.uk

Website: www.surreypartnership.org.uk

Surrey Local Offer

Supporting parents/carers and young people Surrey Local Offer Information and services for young people with SEND and their families is available on Surrey's online hub:

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

Section 9: Supporting pupils at school with medical conditions

Admissions, Specialism and Facilities at Holmesdale Community Infant School

The Governing Body has decided that pupils with special educational needs will be admitted to the nursery and the school in line with the Greensand Trust Admission Policy.

Holmesdale Community Infant School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical needs will have a treatment plan and this is stored centrally in the school office and disseminated to all staff. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Where children have Special Educational Needs and Disability (SEND) and have an Educational, Health and Care Plan, (EHCP) which brings together health and social care needs as well as their Special Educational Provision then the SEND Code of Practice (2014) is followed.

The school has a policy for Supporting Children with Medical Conditions Policy. A copy of this policy is available on the school's website. Paper copies are available on request via the school office.

Section 10: Support Services and External Agencies

Holmesdale Community Infant School works closely with external agencies for the benefit of pupils with SEND or medical needs. Following parental permission, useful liaison and advice is obtained through the involvement of outside agencies and meetings may be arranged in order to coordinate the input from 'other agencies' Below is a list of services that we are able to refer pupils to:

We have a number of established relationships with professionals in education, health and social care. School can access these resources through established referral processes and guidelines.

Surrey Educational Professionals

Educational Psychology (EP)

As a school, we can request support from a Local Authority allocated Educational Psychologist.

Specialist Teachers

These are teachers specially trained and qualified in their respective area. They support children, their families and other professionals who may be involved in a child's education. At Holmesdale Community Infant School, we can access the following specialist teachers:

- Specialist Teacher for Inclusive Practices (STIP's) work in partnership with schools to promote inclusion for children and young people with social, mental, emotional health needs.
- Physical and Sensory Support (PPS) use specialist knowledge to support children and young people with physical, hearing or visual impairment.
- Advisory Teachers from Freemantles School who provide advice and support on individual children at the request of the school
- Advisory Teachers from Woodfield (For Pupils with Moderate learning Difficulties,) who provide advice and support on individual children at the request of the school

Speech and Language Therapists (SALT)

Specialise in language, communication and speech problems. They assess, diagnose and develop programmes/targets to help children develop communication skills.

Surrey Health Professionals

Developmental Paediatrician

Assesses children to ascertain their developmental status.

Occupational Therapists (OT)

Support children with the difficulties they have in carrying out the activities of everyday life.

Physiotherapist

Offers treatment, which aims to promote a child's independence and ability to reach physical milestones.

Child and Adolescent Mental Health Service (CAMHS)

Promote emotional well-being and to deliver preventative services and treatment to children and young people with mental health problems.

All external agencies that we work with are vetted in terms of safeguarding.

Section 11: Monitoring and evaluation of SEND

The SENCo reports to Governors on a termly basis.

Pupils with SEND are discussed at half termly pupil progress meetings. Class teachers liaise closely to ensure that the children are progressing. In KS1, this is led by the Year Group Leader and in Foundation Stage this is led by the Foundation Stage Leader who then reports back to the SENCo. Intervention groups are evaluated and reviewed to ensure they meet the needs of the pupils and the progress of pupils is closely monitored. The SENCo has regular meetings with Special Needs Assistants to discuss individual pupils, to ensure interventions are timely, appropriate and the children are making progress. This discussion also provides opportunities for professional development.

The SENCo and SLT monitor the intervention groups in line with the school's annual monitoring schedule.

Parents have the opportunity to share their views and concerns at any time. Pupils' views are sought when completing the one page profile for their Surrey SEND Support Arrangement Plan.

At Holmesdale Community Infant School, we continually strive to improve our evaluation and monitoring practices. The SENCo attends network meetings, local partnership groups and relevant courses to stay informed of "best practices."

Section 12: Training and resources

In allocating resources, our guiding principle is to target support towards early and appropriate intervention for pupils with special educational needs. Funding for pupils on an EHCP will be allocated according to the statutory requirement in the SEND Code of Practice 2014.

Staff at Holmesdale Community Infant School will have access to relevant training in order to work more effectively with pupils with SEND within the constraints of our budget. This will be linked to the SDP and will be reviewed annually by the Head Teacher. Outside agencies will be invited to contribute to staff development. The SENCo maintains close liaison with LA, NHS and LSS professionals to ensure effective working relationships and access to high quality resources and CPD.

Section 13: Storing and Managing Information

Information is stored as hard copies and/or electronically and in line with our Data Protection Policy and Data Retention and Destruction Policy.

Section 14: Reviewing the SEND policy

The SEND Policy will be reviewed annually.

The next review will be in November 2024.

Section 15: Accessibility

We adopt an inclusive approach to all pupils and their families regardless of gender, race, disability or age. Information for parents/ carers will be provided in a range of community languages if required, or on tape for people who experience difficulties with literacy or communication. The school supports parents to access information in different languages.

Holmesdale Community Infant School has experience of working with pupils with a variety of special needs including pupils with physical disabilities. The school benefits from having very-accessible

accommodation. The school recognises that reasonable adjustments may be required to ensure that pupils with a disability are given equal opportunities with their peers.

Section 16: Dealing with complaints

If a parent or carer is concerned about a SEND issue, they are encouraged to contact the class teacher and SENCo in the first instance and if a satisfactory outcome is not reached then to contact the Head Teacher. If a concern cannot be satisfactorily concluded by the SENCo and Head Teacher, then the school will deal with the complaint in line with the Complaints Policy and Procedure for Greensand Multi - Academy Trust. A copy of this policy is available on the school's website. Paper copies are available on request via the school office.

Section 17: Bullying

The school's approach to dealing with incidents of bullying can be found in the Behaviour Policy and Anti Bullying Policy, both of which are available on the school's website. Paper copies are available on request via the school office.

The school uses Restorative Approach as a tool for mediation in situations where there is conflict.

Name of SENCO: Mrs Helen Short senco@holmesdale.surrey.sch.uk

Date of National SENCo Award: July 2016

Other roles and responsibilities: DSL/ Part time class teacher