

Holy Trinity Pewley Down:

A Federation of
Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Special Educational Needs and Disabilities (SEND) Policy

Vision statement

We are committed to supporting all children including those with Special Educational Needs and Disabilities (SEND), in a nurturing and supportive way to ensure that every child meets their full potential. We live by our distinctive values:

- Zest for learning and a love of life
- Embracing the future with hope and confidence
- Seeing heaven in the moment
- Imagining the journey in another's footsteps; nurturing understanding, respecting all
- Everyone knowing that they are treasured and loved as a unique child of God

At HTPD every teacher is a teacher of every pupil including those with SEND.

Definition of SEND

HTPD uses the definition for SEND from the SEND Code of Practice (2014). This states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day functions.

Key Roles and Responsibilities

SENCo

Debbie Chadwick is the HTPD Deputy Head and SENCo. She is on the Senior Leadership Team and leads the Vulnerable Groups Committee. She has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans, at both sites. Part of the role of the SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEND. Georgie Furlonger is Assistant SENCo and is based at the Pewley Site.

Debbie Chadwick - debbiec@htpd.surrey.sch.uk
Georgie Furlonger - georgief@htpd.surrey.sch.uk

Vulnerable Groups committee

The Vulnerable Groups Committee is a group formed to promote joined up thinking and track the progress and provision of pupils who fulfil criteria for SEND, English as an Additional Language (EAL), Pupil Premium(PP), Looked After Children (LAC), pupils with medical needs, and/or pupils who regularly see the Home School Link Worker(HSLW) or Emotional literacy support assistant (ELSA).

Vulnerable Groups committee

Member of staff with specific responsibility for Safeguarding:	Clare Brunet- Head teacher and Designated Safeguarding Lead (DSL) at both sites Deputy Designated Safeguarding Leads: Mary Booth – HT Site Tom Everard – HT Site Lucy Cray – HT Site Sheena Preston – HT site Lilja Helgadottir – PD site
Member of staff responsible for managing PP/LAC funding:	Clare Brunet
Member of staff responsible for managing EAL:	Emily Russell
Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils:	Debbie Chadwick (SENCo)
Vulnerable Pupils Governor:	Deborah Pepper
Pupil Premium Governor:	Geraldine Tame

Introduction

This policy was created in partnership with the SEND Reference Group which includes the Head teacher, the SEND Governor, the SENCo, staff representatives, parents/carers and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0 - 25 years (July 2014)

How Parents/carers can access this policy

You can get a copy of our policy from:

- The school website in the School Policies section
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Child Protection (Safeguarding) Policy
- Accessibility and Equal Opportunities Policy
- Accessibility Plan
- Teachers' Standards 2012
- Surrey Local Offer – Graduated Response 2019
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqlr3vA>

Aims and Objectives

Aims

At HTPD all pupils, regardless of their individual needs, are provided with inclusive Quality First Teaching (QFT) which will enable them to make the best possible progress in all areas of school life and feel that they are valued members of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will endeavour to give pupils with SEND the support they need.
- Ambitious educational and wider outcomes will be agreed together with the school, the parents and the child.
- We celebrate all pupils and endeavour to help them to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEND with pupils and their parents/carers at the centre
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with SEND
- To deliver a programme of training and support for all staff working with pupils with SEND, which develops practice within the guidance set out in the SEND Code of Practice, July 2014
- To develop a parent/carer reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEND

SEND Priorities from the School Development Plan

We have seen growing numbers of children impacted by poor mental health/ attachment/ SEND; our priority in the SDP this year has been to raise our capacity and ability to care for and support these individuals. This has included increasing relevant training, information delivery and employing support assistants to be put in place for these children and supporting the staff.

Closing the gap in attainment and raising pupils' progress in all curriculum areas with all vulnerable groups, has also been our priority.

We have identified children and families with EAL as an area for intervention and support and are working with these families to better support their needs.

Identification of Needs

Profiles of Need as defined by the Code of Practice

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Some of these difficulties may occur in response to trauma and require a trauma-informed approach.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

At HTPD we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This will lead to setting out arrangements that address the variety of needs specific to the child.

Please refer to [HTPD Disability and Accessibility Plan](#) for more details.

A Graduated Approach to SEND Support

At HTPD we take a graduated approach to the provision of help and support to responding to pupils who may have SEND:

Universal - A whole school approach

- The quality first inclusive teaching (QFT) that draws on a repertoire of teaching strategies and techniques that are closely matched to the specific learning objectives and the particular individual needs of all children in the class. The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

School SEND SUPPORT

- Additional to QFT, this includes targeted interventions to allow children to work at or towards age-related expectations or above. This can include individualised or group work that takes place outside the classroom with specialist teaching staff.
- Active Learning Plan
- Pupils do not need to be on the SEND Register to access interventions.
- Class Teacher led termly Structured Conversation with parents of identified pupils on SEND Register

Specialist SEND SUPPORT

- Additional targeted interventions to allow children to work at or towards age-related expectations or above. This can include individualised or group work that takes place outside the classroom with specialist teaching staff.
- Active Learning Plan and SEND Arrangement in place when appropriate.
- SENCo and Class Teacher led termly SEND Reviews

EHCP (Education Health Care Plan)

- Additional, highly personalised interventions for a minority of children who have specific SEND.
- Personalised Education Plan (PEP)
- Active Learning Plan and SEND Arrangement in place.

- SENCo and Class Teacher led termly SEND Reviews
- Annual Reviews – multi agencies attendance

(Please refer to our [HPTD Graduated Response Provision Map](#) for more details.)

The Senior Leadership Team (SLT) monitor the progress and outcomes for all pupils on a pupil tracking system and have termly pupil progress meetings with class teachers to discuss all pupils. Termly meetings are held with parents to review progress.

At HTPD, the SLT regularly and rigorously review the quality of teaching for all pupils, including those at risk of underachievement.

INSET and training is provided to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Profiles of Need Training/ Edukey training is a focus currently.

How HTPD decide whether to make special educational provision

If there is a concern about a child

If a parent has a concern regarding the child's needs they should contact the teacher and/or the SENCo.

The class teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- accurate formative assessment,
- internal staff moderation of progress,
- provision management outcomes and any specific assessments e.g. reading,

The teacher will contact the parent /carer to discuss their concerns.

Where pupils have higher levels of need, the school works in partnership with the parents and other specialist professionals and agencies to assess e.g. Educational Psychologists (EP), Physical and Sensory Support Service (PSSS)

How the decision is made to place pupils on the register

Assess – Pupil's Needs

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.

Plan – Actions in Consultation with Parent

Where SEND Support is required, the teacher and SENCo with the parent/carer will put together a support plan (SEND Support Arrangements) outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do – Roles and Responsibilities

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

For pupils with an Educational Health Care Plan (EHCP) the Local Authority must review the plan at least annually.

How the parents, families, and children are involved in this process

- In the infant department, parent/carer meetings are held termly. Teachers discuss feedback with children and give new targets to the children in child friendly language.
- All children in the juniors are invited to attend part of the parents' meetings with their parents/carers. They can discuss with their teachers how they are finding work and school. They set new goals with their teachers and parents.
- Children who are receiving SEND Support will have Structured Conversations with class teachers or SEND Reviews with SENCo termly. The parents, class teacher, SENCo and any professionals from outside agencies are asked to attend. Children are asked to contribute to these meetings either by discussing their views with a familiar adult or by attending part of the review (depending on their age and stage of development).

SEND Provision

What does Additional Support mean?

SEND support can take many forms depending on the need. For example,

- a special learning programme for a child,
- extra help from a teacher or a learning support assistant in the classroom,
- making or changing materials and equipment,
- small group withdrawal to focus on specific learning needs,
- observing a child in class or at break, keeping records, rehearsing strategies to try,
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult,

- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Refer to [HTPD Graduated Response Provision Map on website](#)

Managing the needs of children on the SEND Register

Each child on the SEND register has individual needs and provision for each child will differ according to need. The SENCo is responsible for maintaining and updating the plan in conjunction with those attending the SEND Reviews. The Assess, Plan, Do, Review cycle is linked to the schedule of parent consultation meetings each term. The provision is recorded on an individually costed provision map as part of SEND Support Arrangements, with expected outcomes to be reviewed in a given time frame, usually a term.

Interventions are monitored and progress tracked. If at review, there is not sufficient progress then strategies are adjusted/new strategies are introduced and new targets set. Advice from outside agencies is sought and agreed strategies are put into place. At the SEND reviews, if after a sustained period of time, with outside intervention, there is no evidence of progress over a set time period, then the school/parents may decide to request additional funding from the Local Authority.

The SEND Register is kept up to date by SEND administrator and is reviewed termly by the SENCo in line with the review process. The level of provision is decided according to the needs identified at the plan, do, review cycle (see above).

When a child makes progress that shows sustained progress in line with peers, they will be removed from the SEND register.

Supporting parents/carers and children

The Home School Link Workers, Bridgit Beynon (infant site) and Lucy Cray (junior site) work with parents/ carers and their children to support them.

Parents/carers can find contacts and information from the Local authority link <https://www.surreylocaloffer.org.uk>

We work closely with feeder schools to ensure children have good transitions to their next school and can help parents to make good contacts and get to know the new school team.

Supporting pupils at school with medical conditions

HTPD are committed to supporting children with medical needs in line with our medical policy. We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Parents are requested to complete an enrolment pack when their children start at school. Where children with medical needs and allergies are identified, parents are requested to complete a detailed Healthcare Plan which is filed in the school offices and together with epipens and/or inhalers where applicable. Where the school is required to administer medication, parents complete a Request to Administer Medication Form and a record is kept of the medication dispensed.

Where children with medical conditions are disabled, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and/or a Statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. For children with SEND, this guidance should be read in conjunction with the SEND code of practice.

Monitoring and Evaluation of SEND

We regularly monitor and evaluate the quality of provision offered to all pupils and that this informs future developments and improvements.

The role of SEND Governor is to regularly visit and monitor the provision of SEND and to report back to the Learning Committee. Changes to SEND provision and Policies are reviewed by full Governors. The funding is monitored by the Finance Governors committee and the funding is reviewed termly by the bursar and SENCo.

We continually review and evolve our practice by listening to feedback from parents and pupils. SEND issues and priorities are at the heart of the School Development Plan and evaluated in the Self-evaluation Form (SEF)

We continue to develop best practice through SENCo networks and local partnership meetings. SEND was inspected and commented on in our latest [OFSTED report](#).

Training and development

HTPD ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

Induction for new staff in school is led by the SENCo in relation to SEND policy and practice and with regard to specific pupils in the cohort.

Training needs are identified by the SLT. The overview of the year's training needs are planned into the School Development Plan, these are then adjusted termly according to needs of staff in line with changes to the pupil needs.

Recent in-house INSET and training for staff delivered by the SENCo and other professionals has included input for dyslexia, speech and language in the classroom, SEMH needs, Emotions coaching, attachment needs and strategies to help children with ASC. Individual staff attend specialist training to enhance their area of expertise.

The SENCo's own professional development is continually updated by the attendance at SENCo networks, courses, conferences and specialist courses.

Storing and Managing Information

Information is securely managed within the school's own data management system and covered by the school's [Data Protection Policy](#) which is available on the school website (see also the [Privacy Notice for Pupils](#) on the website). Edukey is an online tool used to store provision mapping. A paper file is held for each child which is received from their respective infant schools and forwarded to the child's next school. Confidential paperwork is shredded on site where appropriate.

Comments, complements and complaints

Parents/carers who have any comments regarding SEND can firstly address them to the class teacher and SENCo. Complaints can be directed to SENCo and Senior Leaders. If complaints are not resolved parent/carers should contact SEND governor, then Chair of Governors in line with the **Complaints Policy** which is available on the school website.

The Local authority also provide the service of **Parent/carers Partnership** to help parents/carers through any difficulties they experience with SEND issues

Reviewing the SEND Policy

In line with all school policies the SEND policy will be kept under regular review by the SENCo and the SEND Governor. The Governing Body of HTPD first adopted this policy in 2015. It will be reviewed annually by the Governing Body and will be revised as often as may be required.

Date first adopted: March 2015

Date last reviewed: March 2021

Date for next review: March 2022

Signed:

**Robert Cotton
Chair of Governors**