

Special Educational Needs and Disabilities SEND policy

28 C&L

Autumn 2024

Review: Autumn 2025

Statutory Annual

Vision/ethos statement

At Valley End C of E infant school every teacher is a teacher of every pupil including those with SEND.

We believe that:

- All children should be valued and included regardless of their background, faith, beliefs, abilities, needs and behaviours
- All children are entitled to a broad and balanced curriculum which is adapted to meet their individual needs
- All teachers are teachers of children with special educational needs and disabilities (SEND)
- All children have the ability to learn and make progress when given the right opportunities and resources

Definition of SEND

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEND:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which 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 SEN 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***

Key Roles and Responsibilities

Inclusion Lead

The inclusion lead 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 Education Health Care Plans (EHCPs). Part of the role of the inclusion lead is to co-ordinate arrangements with the class teacher/year leader regarding those pupils with SEN and disabilities. The inclusion lead is supported by a lead SEN teacher within school.

Introduction

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014)

This policy is available:

- Via the school website www.valleyend.surrey.sch.uk under 'Key Information / Policies '
- A hard copy can be provided on request from the school office

The policy may be made available in a different format e.g. enlarged font on request.

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 SEN 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
- ✓ Safeguarding and Child protection Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards 2012

Aims

At Valley End C of E school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member 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 ensure pupils with SEND receive the personalised support they need
- ✓ Ambitious educational and wider outcomes will be set for them with parents and with the child
- ✓ We aim to ensure that all pupils become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Identification of Needs

The special educational needs and disability code of practice: 0 to 25 years identifies 4 broad areas of need.

Communication and interaction

Children and young people 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.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health

Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical

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

At Valley End C of E School we identify the needs of individual pupils through a variety of means;

- Medical diagnosis
- Monitoring of progress in core subjects
- Teacher expertise and experience
- Parental concerns
- Referral to Surrey County Councils Ordinarily Available Provision and Graduated Response documents.

When a need has been identified the needs of the whole child are considered when putting support and interventions into place.

A Graduated Approach to SEND Support

Valley End C of E school follows a graduated approach to supporting pupils with special educational needs. We provide three waves of provision for pupils.

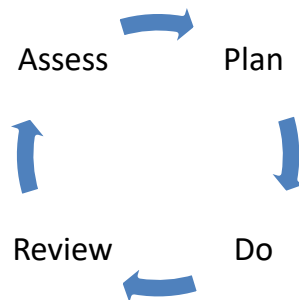
Wave 1 – Ordinarily Available Provision for all pupils.

Wave 2 – Provision for some pupils who have been identified as needing extra support / intervention under one of the four areas of need

Wave 3 – Provision for a few pupils who need specialised individualised support from outside agencies.

Further information about these waves of support can be found on our website in the Special Educational Needs and disabilities information report www.valleyend.surrey.sch.uk under “Key Information / Policies”. A paper copy can be requested through the school office.

Underpinning all provision in our school is the graduated approach cycle of:



This allows us to ensure that lessons are meeting the needs of all pupils and to make changes where appropriate to ensure all pupils are making progress and meeting their potential. This may involve putting into place intervention or involving outside agencies.

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

Where SEND support is required the teacher, and where appropriate, the class teacher (and inclusion lead if deemed necessary) with the parent/carer will put together a SEND learning plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes and 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

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with teaching assistants or learning support assistants who provide some of the support set out in the plan and monitor the progress being made. The inclusion lead and Lead SEN Teacher will provide support, guidance and advice for all staff.

The plan, including the impact of the support and interventions will be reviewed each term by the teacher, parent/carer and the pupil (if appropriate). This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. For pupils with an EHCP the Local Authority will review the plan at least annually in conjunction with the school, parents/ carers and child.

SEND Provision

SEN support can take many forms. This could include:

- a special learning programme

- extra help from a teacher or learning support assistants
- making or adapting materials and equipment
- working in a small group
- observations in class or at break and keeping records
- helping the child to take part in the class activities
- making sure that the child has understood the context / teaching by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them at break time
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Supporting pupils at school with medical conditions

Valley End C of E school recognises that pupils with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. We liaise fully with parents/carers and refer to specialist medical advice in order to ensure pupils are given the appropriate support and access arrangements are appropriate for them. We will complete an individual healthcare plan for pupils if this is deemed necessary and appropriate training will be organised for staff directly involved with the child's day to day care.

Monitoring of SEND

Records of interventions and support are kept by staff to evaluate any support / intervention given to a pupil. Attainment, progress and provision of SEND provision are monitored as part of the schools' monitoring schedule. Termly meetings are held between the inclusion lead and SEND governor to discuss SEND issues and priorities. SEND is discussed at SLT meetings and relevant anonymised information is shared at governor meetings when necessary. The inclusion lead will attend these meetings if needed.

Complaints

If you have a complaint about any aspect of SEND and the provision provided for your child please contact the inclusion lead, **Mrs Louise Caldwell**, in the first instance. Please also refer to the school complaints policy which can be found on the school website, www.valleyend.surrey.sch.uk, under "Key Information / Policies". A paper copy can also be requested through the school office.

Review

This policy will be reviewed every Autumn Term.