

St Ann's Heath Junior School

SEND Policy

The school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community ensuring they are treated equally and without prejudice.

1. Aims:

- Our SEND Policy aims to set out how our school will:
 - support and make provision for pupils with special educational needs and disabilities (SEND)
 - provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - help pupils with SEND fulfil their aspirations and achieve their best
 - help pupils with SEND become confident individuals living fulfilling lives
 - communicate with pupils with SEND, and their parents or carers, and involve them in discussions and decisions about support and provision for the pupil
 - explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - communicate with, and involve pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
 - make sure the SEND Policy is understood and implemented consistently by all staff

2. Vision and Values

At our school, we aim to provide all pupils with access to a broad and balanced curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Maintained Schools Governance Guide](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Definitions

4.1 Special Educational Needs and Disabilities (SEND)

- A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- They have a learning difficulty or disability if they have:
 - a significantly greater difficulty in learning than the majority of others of the same age, or
 - a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

- Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
- The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 Areas of Need

- The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.
- Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	Details
Communication and interaction	<ul style="list-style-type: none"> • Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. • Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	<ul style="list-style-type: none"> • Pupils with learning difficulties usually learn at a slower pace than their peers. • A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> ➤ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ➤ Moderate learning difficulties ➤ Severe learning difficulties ➤ Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<ul style="list-style-type: none"> • These needs may reflect a wide range of underlying difficulties or disorders. • Pupils may have: <ul style="list-style-type: none"> ➤ Mental health difficulties such as anxiety, depression or an eating disorder ➤ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ➤ Suffered adverse childhood experiences • These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and Physical	<ul style="list-style-type: none"> • Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. • Pupils may have:

	<ul style="list-style-type: none"> ➤ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ➤ A physical impairment • These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
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5. Roles and Responsibilities

5.1 The SENCo

The SENCo at our school is Mrs Hannah Pannett and she can be contacted by email at senco@stannsheath.org

The SENCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Co-Head Teachers and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise the Local Authority (LA) when a pupil needs and EHCP assessment, or when an EHCP needs an early review.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Make sure that all relevant information about a pupil's SEND needs, and the provision provided for them, are sent in a timely manner to the appropriate authority, school or institution when a pupil moves to a different setting
- Work with the Co-Head Teachers and Governing Body to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps the records of all pupils with SEND up-to-date and accurate
- With the Co-Head Teachers, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Co-Head Teachers, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Co-Head teachers and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The Governing Body

The Governing Body will:

- co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- do all it can to make sure that every pupil with SEND gets the support they need.
- make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- inform parents when the school is making special educational provision for their child.
- make sure that the school has arrangements in place to support any pupils with medical conditions.
- provide access to a broad and balanced curriculum.
- have a clear approach to identifying and responding to SEND.
- provide an annual report for parents on their child's progress.
- record accurately and keep up to date the provision made for pupils with SEND.
- publish information on the school website about how the school is implementing its SEND policy, in a SEN Information Report.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- determine their approach to using their resources to support the progress of pupils with SEND.

5.3 The SEND Governor

The SEND Governors are Mrs.K Evans and Mrs C. Brown and they can be contacted via the clerk to the Governing Body.

The SEND Governor will:

- help to raise awareness of SEND issues at Governing Body meetings.
- monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this.
- work with the Co-Head Teachers and SENCo to determine the strategic development of the SEND policy and provision in the school.

5.4 The Co-Head Teachers

The Co-Head Teachers will:

- work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- make sure that the SENCo has enough time to carry out their duties.
- have an overview of the needs of the current cohort of pupils on the SEND register.

5.5 Class Teachers

Each class teacher is responsible for:

- planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- the progress and development of every pupil in their class.
- working closely with any Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- working with the SENCo to review each pupil's progress and development and decide on any changes to provision.

- ensuring they follow this SEND policy.
- communicate regularly with parents and carers to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents and Carers

- Parents/carers should inform the school if they have any concerns about their child's progress or development.
- Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - invited to termly meetings to review the provision that is in place for their child
 - asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
 - given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
 - given an annual report on the pupil's progress
- The school will take into account the views of the parent/carer in any decisions made about the pupil.

5.7 The Pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - explaining what their strengths and difficulties are
 - contributing to setting targets or outcomes
 - attending review meetings
 - giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN Information report

The school publishes a SEN Information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our Approach to SEND Support

7.1 Identifying Pupils with SEND and Assessing their Needs

- We will assess each pupil's current skills and levels of attainment when they start at St Ann's Heath. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
- Class teachers will regularly assess the progress of all pupils and identify any whose progress:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better their previous rate of progress
 - fails to close the attainment gap between them and their peers
 - widens the attainment gap
- This may include progress in areas other than attainment, for example, wider development or social needs.
- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo to have an initial discussion about whether this lack of progress may be due to a special

educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.
- When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- If a pupil is joining the school, and:
 - their previous setting has already identified that they have SEND
 - they are known to external agencies
 - they have an EHCP,
 then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and Involving Pupils and Parents

- The school will put the pupil and their parents at the heart of all decisions made about special educational provision.
- When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:
 - everyone develops a good understanding of the pupil's areas of strength and difficulty
 - we take into account any concerns the parents have
 - everyone understands the agreed outcomes sought for the child
 - everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents if it is decided that a pupil will receive special educational provision.

7.3 The Graduated Approach to SEND

- Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Graduated Approach	Details
1. Assess	<ul style="list-style-type: none"> • The pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. • The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. Plan	<ul style="list-style-type: none"> • In consultation with the parents and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. • All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on SIMs/CPOMs and a Learning Plan will be put in place. • Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do	<ul style="list-style-type: none"> • The pupil's class teacher retains overall responsibility for their progress. • Where the plan involves group or 1-to-1 teaching away from the main classroom, the teacher still retains responsibility for the pupil. They will work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
4. Review	<ul style="list-style-type: none"> • The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. • We will evaluate the impact and quality of the support and interventions. This evaluation will be based on: <ul style="list-style-type: none"> ➢ the views of the parents and pupils ➢ the level of progress the pupil has made towards their outcomes ➢ the views of teaching staff who work with the pupil • The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

7.4 Levels of Support

- School Based SEND Provision:
 - Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated response. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
 - The provision for these pupils is funded through the school's notional SEND budget.
 - On the census these pupils will be marked with the code K.
- Education, Health and Care Plan (EHCP):
 - Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
 - The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
 - On the census these pupils will be marked with the code E.

7.5 Evaluating the Effectiveness of SEN Provision

- We evaluate the effectiveness of provision for pupils with SEND by:
 - tracking pupils' progress, including by using provision maps
 - carrying out the review stage of the graduated approach in every cycle of SEND support
 - using pupil questionnaires
 - monitoring by the SENCo
 - holding annual reviews for pupils with EHCPs
 - getting feedback from the pupil and their parents

8. Expertise and training of staff

- Regular training will be provided to teaching and support staff.
- The Co-Head Teachers and SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

- The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Specialist Teachers for Inclusive Practice (STIPs Team)
- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Occupational therapists (OT) or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Inclusion Officers
- Children's Services

10. Admission Arrangements

- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act, 2010. This includes children with an EHCP, as well as those who do not.
 - In alignment with the Surrey Admission Arrangements, 'Children with an EHCP that names a school will be allocated a place before other children are considered'
 - For children without an EHCP, provided there is a place available within the appropriate year group, all children will be admitted, regardless of learning ability or need
- If the child is making an in-year transfer from another school, SEND paperwork should be passed on by the feeder school as soon as possible.
 - A meeting may be set up by the SENCo with the feeder school, to discuss provision arrangements and aid a smooth transition for the pupil and their family
 - All children with SEND will be closely monitored to ensure that all of the appropriate provisions are in place.

11. Accessibility Arrangements

- A copy of the school Accessibility Plan is available upon request. It includes details on:
 - how pupils with disabilities can participate in the school curriculum
 - how we are improving and maintaining the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services on offer
 - how we are improving the availability of accessible information to pupils with a disability
 - the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils
 - the facilities we provide to help disabled pupils access the school, including the provision of auxiliary aids and services
- For further details on how we ensure all pupils have access to a broad and balanced curriculum, and are encouraged to participate fully in school life, please see our SEND Information Report.

12. Complaints about SEND provision

- Where parents have concerns about the school's SEND provision, they should first raise their concerns informally with the class teacher and/ or SENCo.
- If the parent or carer is not satisfied with the school's response, they should follow the school's complaints procedure. A copy of which can be found on the school's website.

13. Evaluating the Effectiveness of the Policy

- We will evaluate how effective our SEND provision is with regards to:
 - all staff's awareness of pupils with SEND at the start of the Autumn Term
 - how early pupils are identified as having SEND
 - pupils' progress and attainment once they have been identified as having SEND
 - whether pupils with SEND feel safe, valued and included in the school community
 - comments and feedback from pupils and their parents

14. Monitoring Arrangements

- This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.
- It will be approved by the Governing Body.

15. Links with other Policies and Documents

- This policy links to:
 - SEND Information report
 - Accessibility Plan