



BUSBRIDGE CE (Aided) JUNIOR SCHOOL

SEND Policy – **DRAFT awaiting Governor approval Oct 2024**



Governors' Committee Responsible:	Children and Learning
Governor Lead:	Beckie Whiteman
Nominated Lead Member of Staff:	Richard Catchpole
SENCO:	Rachel Barker
Status & Review Cycle:	Statutory, Annual
Last reviewed:	October 2023
Last approved by Governing Body:	October 2023
Next Review Date:	October 2024

Aims

*Enabling ALL children to feel **success** and develop **independence***

We believe that ALL pupils should be able to feel success in their learning and we recognise that success looks different for each and every child. We want children to feel proud of their achievements, to feel successful and to develop their independent learning and living skills as they progress through our school.

Our aim is to raise the aspirations of, and expectations for, all of our pupils. We work towards empowering children with additional needs to overcome barriers and embrace learning, so by the time they leave Busbridge CE (Aided) Junior School they have developed understanding of how to manage their own needs, where possible. This way we enable them to continue to be successful throughout the rest of their education and on into adulthood.

We recognise that all teachers are teachers of pupils with SEND and that all members of the teaching team therefore share responsibility for all pupils' progress, attainment and well-being and happiness.

Objectives

It is intended that the school's SEND policy provides a clear framework to ensure that the following objectives are met:

- All staff will clearly understand their responsibilities regarding children with SEND, thereby sharing a common vision and understanding
- Children with SEND will have their needs identified as early and as accurately as possible

- Wherever possible, all children will have full access to a broad and balanced curriculum, which has been appropriately differentiated to meet their individual needs
- Children with SEND will enjoy the same expectations regarding their progress as their peers
- Staff will receive adequate training and support to ensure that they are able to identify, assess and make appropriate provision for children with SEND
- Parent and pupil voice will be sought and listened to in relation to the school's best efforts to make appropriate provision for children with SEND
- School work closely with outside agencies to provide high quality support for individuals
- All staff have high expectations of progress for the children with specific learning difficulties
- School will work within the guidance provided in the Code of Practice

Definition of SEND

Busbridge C of E Junior School uses the definition for SEND and disability 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 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 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 tasks.'***

Key Roles and Responsibilities:

SENCO

- Determining the strategic development of the SEND policy and provision with the Head Teacher and Governing Body.
- Overseeing the day to day operation of the SEND policy.
- Coordinating the provision for SEND children through the development of the whole school provision map.
- Managing the professional development of the Learning Support Assistants.
- Advising the supporting school staff.
- Providing termly SEND updates to the governing body outlining progress and attainment of vulnerable children across the school.
- Our SENCO is also the Designated Teacher for Looked After Children.
- Contributing to the professional development of staff.
- Monitoring children's progress and setting targets for improvement.
- Ensuring that Provision Maps are in place, and reviewed.
- Making applications for Educational Health and Care plans where appropriate.
- Ensuring that Education, Health and Care Plans (EHCP) are in place for those who need them and that they are reviewed annually.
- Ensuring that relevant information about SEND children is collected, recorded, updated and disseminated.
- Meeting with the SEND Governor termly
- Liaising with external agencies including SEND management, External Educational support agencies and Health and Social Services.

- Ensuring liaison between parents, outside agencies and other professionals.
- The SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEND.

SENCO Name: Rachel Barker

Contact details: rbarker@busbridge-junior.surrey.sch.uk

SLT Member: Our SENCO is a member of the school Senior Leadership Team.

Staff in school with specific roles

SEND Governor – Beckie Whiteman

SEND Learning Support Assistants – Line managed by the SENCO

Designated Safeguarding Lead – Richard Catchpole (Head Teacher)

Deputy Safeguard Lead – Rachel Barker (Deputy Head teacher)

Manager of PP/CLA funding- Rachel Barker

Class Teachers

In addition to the above, it is each class teacher's responsibility to:

- Act as the first port of call for parents of children with SEND
- Actively contribute to the SEND Support Arrangements documents for each child on the SEND register
- Be involved in the development of the school's SEND policy
- Ensure they are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Read the children's SEND files and, where possible, act on the recommendations made by the SENCO and/or outside agencies
- Feedback on child's responses to support
- Ensure that children with SEND are fully included in the school's planning and assessment cycle
- Provide appropriately differentiated work for each child and ensure that all children in their class, including those with SEND, have the best possible access to a broad and balanced curriculum
- Endeavour to provide an SEND-friendly learning environment
- Be pro-active in seeking professional development opportunities to further their knowledge and skills relating to special educational needs
- Encourage independence in all learners, even those who require additional support

Learning Support Assistants

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENCO.
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher regarding children's progress in achieving
- Keeping records of their work with individuals or groups.
- Contribute to the writing of SEND support plans, reviews of SEND support plans and EHCP annual reviews.
- Deliver bespoke interventions, for which they have been trained or received direction from the class teacher.

Parents/Carers support their child by giving encouragement, attending meetings and reviews. They read SEND paperwork that is sent to them and ask any questions that they may have reading their child's support, attainment and progress against their targets.

Introduction:

How the policy was put together?

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

How can parents access this policy?

Parents can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 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) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- 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 Policy
- Accessibility Plan
- Teachers Standards 2012

Identification of Needs:

The purpose of identification of needs is to work out what action the school needs to take to support a child and allow the child to begin to understand themselves and their challenges better. We identify the needs of pupils by considering the needs of the whole child, which will include not just the child's special educational needs.

Children are identified through a number of possible channels, including:

- Teacher concern
- Parental concern
- Contact from external agencies
- Information from previous settings
- Data (academic and behaviour records)
- Children expressing concerns

When a concern is raised, the SENCo will then assess the level of support required to enable the child to make progress, beginning the 'Assess, Plan, Do, Review cycle'. Parents are informed, by the class teacher, when a concern is raised and parents are given the opportunity to speak to the teacher and SENCo.

SEND is divided into 4 sub-areas.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing what they want to or need or that they may have difficulty understanding what is being communicated to them.

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), where children are likely to need support in all areas of the curriculum, severe learning difficulties (SLD), where children, where children are likely to need support in all areas of the curriculum and have 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 needs.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties that 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.

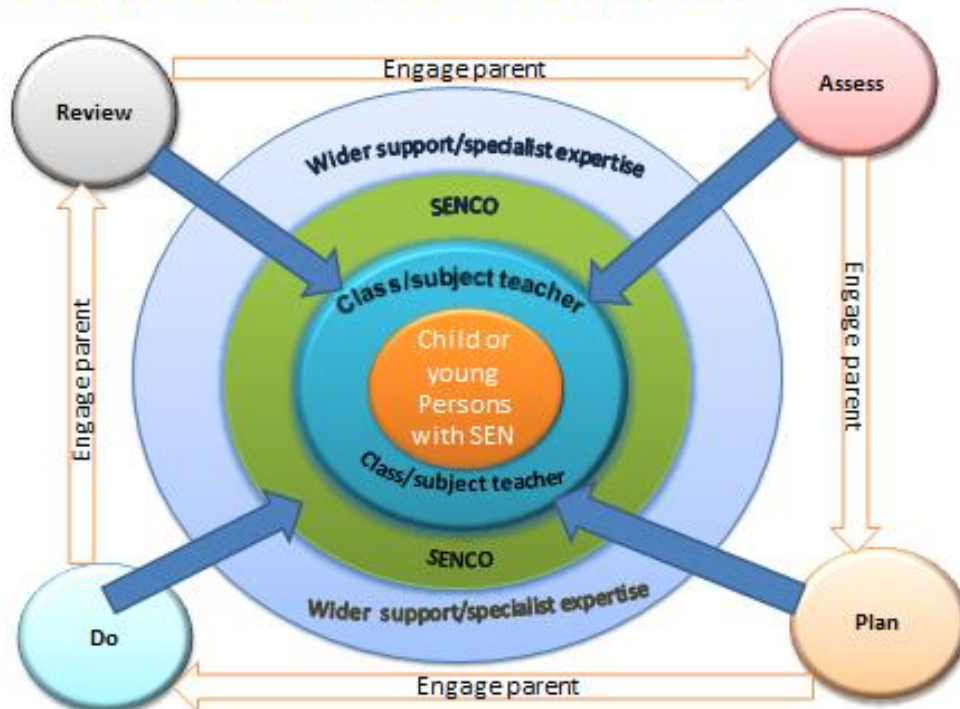
Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or an attachment disorder which may impact their emotional well-being.

Sensory and/or Physical Needs

Some children 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 with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning.

At Busbridge C of E Junior School , 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 or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs

The new vision: A whole school approach



Graduated Approach to SEND Support

In our school, the following approaches may be used, often in conjunction with one another, in order to support children with SEND.

- Quality first teaching
- The role of the class teacher will include providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND.
- 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.
- Monitoring the progress and outcomes for all pupils e.g. pupil tracking system and termly pupil progress meetings
- Careful and regular review of the quality of teaching for all pupils, including those at risk of underachievement.
- The use of INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

How does the school decide whether to make special educational provision?

We have rigorous assessment and tracking system in place to ensure that children's attainment and progress is continually monitored. In the first instance, if a teacher has a concern about a child's progress, or any other concern regarding the child's development, an expression of concern will be raised by the class teacher. This will generate a short intervention process, led by the class teacher, which parents are fully involved in. If there are still concerns at this point, the SENCO will work with the class teacher.

Should a special educational need be recognised in a child, a SEND support arrangements document will be devised and provision management will be put in place to include bespoke strategies and, if required, interventions.

Where pupils have higher levels of need, we will work in partnership with other specialist professionals and agencies to assess e.g. EPs, PSS, REMA and ensure the correct provision is in place.

SEND Support at Busbridge C of E Junior School , follows the cycle of:



Assess

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

Where SEND Support is required, the teacher and SENCO with the parent/carer will put together a 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, 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

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with LSAs 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 EHCP the Local Authority must review the plan at least annually.

Parents, families, children and young people are involved in this process through-

Parents/carers will be involved in meeting with the class teacher (at times this may include the SENCO), each term, usually at a Parents Evening, and review the progress made by their child. Pupils may also be involved (depending on age and stage of development) in the process and targets will be written in child friendly language. This is a partnership approach between home and school. Parents can request a meeting at any point in the year, in addition to Parents' Evenings, by contacting the school.

SEND Provision:

What does Additional Support mean?

SEND support can take many forms. This could include:

- a personalised learning programme for your child
- extra support from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities by ensuring that they are accessible at the right level for your child
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEND Register

Each pupil is an individual and will have a programme to meet their needs.

- The Teachers and Learning Support Assistants with the SENCO advising and guiding, complete provision maps.
- Individual SEND support plans are written in conjunction with the CT/ SENCO /LSAs at termly planning meetings
- The Assess, Plan, Do, Review cycle links into the schedule of parent consultation events in our school and include parents/carers and the pupils, where appropriate.
- Interventions are reviewed between 6 and 12 weeks
- Should we feel that the needs of a pupil are not being met, a discussion with parents may take place regarding an Educational Health and Care assessment. If it is decided to request such as assessment from the local authority, school will share the following information with parental permission: progress, behaviour/classroom observations, SEND support documentation, details of reports / support from outside specialist agencies.
- Specialist agencies work with children and offer strategies and feedback, which is shared with parents and added to a child's plan.
- The SENCO is responsible for keeping the SEND register up to date.

- The SEND register is reviewed termly, after the SEND Planning Meetings have taken place.
- The level of provision is determined by the individual needs of the child.
- Pupils are removed from the register if their progress indicates that they no longer need the support that their plan provides and their progress is at least in line with their peers.

Supporting parents/carers and young people

Parents/carers and young people can find additional information by:

- Reading the school's SEND Information Report – this is on the school website
- Visiting Surrey's Local Offer website which includes information about other agencies who provide a support
- Reading the school's admission arrangements
- By enquiring about school's transition arrangements between classes, key stages, to other schools, further education, employment and training
- Reading the school's policy on managing the medical conditions of pupils

Education, Health and Care Plans

Despite high-quality teaching and purposeful intervention, a small number of children receiving SEND Support may still struggle to make adequate progress. It may be necessary to consider whether an Education, Health and Care Plan (EHCP) is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require highly specialised and personalised arrangements in order to achieve their outcomes. School can apply for an assessment for an EHC plan, but must provide specific evidence that is presented to an independent panel, in order for an application to be successful. Parents can also apply directly. If a parent makes an application then we strongly recommend discussing this with the SENCo first, as the school needs time to prepare appropriate evidence to help support the application.

Full details of the EHCP process can be found on Surrey's local offer website www.surreylocaloffer.org.uk

Supporting pupils at school with medical conditions

Busbridge C of E Junior School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision.

Monitoring and evaluation of SEN

The quality of SEND provision is monitored in the following ways:

- We have a designated SEND governor
- SEND funding is monitored and reviewed termly
- The SEND policy is reviewed by governors
- SEND provision is evaluated in school self-evaluation

- Rigorous data analyses means that SEND data is a contributory factor to the whole School Improvement Plan
- Any external audits by Surrey e.g. SEND Monitoring visits by external consultants, the Diocese and OFSTED inspections
- SENCO attends network and GLP meetings

Training and development

As a school, we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

Aspects may include:

- Audit of staff development needs
- In –house INSET and training for staff delivered by the SENCO and others e.g. Surrey specialist teachers, EPs, health professionals,
- Individual staff (teachers and LSAs) have developed specialist areas e.g. communication, literacy interventions through attending training or received input at school from specialists e.g. PSS for pupils with PD, HI and VI or MSI or via programmes from Surrey SEND Teaching School
- Induction led by the SENCO for new staff in school in relation to SEN policy and practice
- The SENCO’s own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience
- The school SENCO undertaking the National SENCO Award

Storing and Managing Information

All SEND information is be securely managed within the school’s own data management system and confidentiality policy:

- Documents are stored in a locked cupboard or room
- Documentation is stored for seven years after the child has left the school
- Appropriate documentation is transferred when a child leaves the school

Comments, compliments and complaints

Should parents have any comments about SEND provision they should contact the SENCO, Mrs Rachel Barker. Any parental complaints should be dealt with in accordance with the School’s Complaints policy.

Abbreviations:

- EP** – Education Psychologist
- PSS** – Physical and Sensory Service
- REMA** - Race, Equality and Minority Achievement
- EHC plan** – Education Health Care Plan
- SLCN**- Speech, Language and Communication Needs
- PP**- Pupil Premium
- SLD** – Severe Learning Difficulties
- PMLD** – Profound, Multiple Learning Difficulties
- MLD** – Moderate Learning Difficulties
- VI** – Visual Impairment
- HI** – Hearing Impairment
- MSI** – Multi- Sensory Impairment

Related documentation**Accessibility Plan**

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils, parents/carers, staff and visitors and to implement their plans.

- Schools are required to produce accessibility plans for their individual school
- Accessibility plans should be written under the following headings:
 - Access to the curriculum
 - Access to the environment
 - Access to Information
- The duty is an anticipatory one and means that the school should be looking to identify and remove barriers to learning and increase access as set out in an action plan which should be updated at least every 3 years
- As with the SEND policy you should involve a representative group of disabled pupils, staff and visitors to develop and review the plan in partnership so that it is co-produced

Access arrangements

Each year the Department of Education publishes guidance for teachers and headteachers about making and using arrangements so that pupils with specific needs can take part in the KS2 tests. Our school fully adheres to the published guidance.

<https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements>

Related Policies

- Equality and Single Equality Scheme
- Anti-bullying
- Behaviour
- Child protection and Safeguarding
- Teaching & Learning
- Assessment
- Marking and feedback policy

The following documents have informed this guidance:

- Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- [Equality Act 2010](#)
- [Surrey Local Offer Website](#)