

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

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: Some 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 certain day-to-day functions.

Key Roles and Responsibilities

SENDCo

Georgie Furlonger is the SENDCo and has responsibility for inclusion at HTPD. She leads staff training on SEND and inclusive practice. Georgie has day-to-day responsibility for the operation of the 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 SENDCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEND. Georgie can be contacted at the email address below:

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:	Vicky Ellis Head teacher and Designated Safeguarding Lead (DSL) at both sites Deputy Designated Safeguarding Leads: Tom Everard – HT Site Lucy Cray – HT Site Sheena Preston – HT site Lilja Helgadottir – PD site Nick Walker- HT Site
Home School Link Worker:	Lucy Cray
Member of staff responsible for managing PP/LAC funding:	Vicky Ellis and Laura Hanley
Member of staff responsible for managing EAL:	Georgie Furlonger
Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils:	Vicky Ellis
SEND/Vulnerable Pupils Governor:	Deborah Pepper
Pupil Premium Governor:	Geraldine Tame
Designated teacher for LAC/PLAC	Lilja Helgadottir

Introduction

This policy was created in partnership the Headteacher, the SEND Governor, the SENDCo, staff representatives, parents/carers focus group and pupils with additional needs. 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 or translated.

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 national and local 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)
- Teachers' Standards 2012
- Surrey Local Offer- Ordinarily Available Provision <https://www.surreylocaloffer.org.uk/>

And the following school policies:

- HTPD Child Protection and Safeguarding Policy
- HTPD Accessibility and Equal Opportunities Policy
- HTPD Accessibility Plan

Aims and Objectives

Aims

HTPD aim for all children to make the best possible progress in all areas of school life and feel that they are valued members of the wider school community. The school has a well thought out SEND/Pastoral Support Referral Process: High Quality Teaching, Graduated Response, Ordinarily Available Provision and Additional Support.

- We expect that all children with additional needs will meet or exceed the high expectations set for them based on their age and starting points.
- We will endeavour to give children with additional needs the support they need.
- Ambitious educational and wider outcomes will be agreed together with the school, the parents and the child.
- We celebrate all and endeavour to help children 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 progress made by pupils who have additional needs.
- Take into account pupil and parent voice.
- To develop effective whole school provision and inclusive practice, including high quality teaching, Graduated Response, and Ordinarily Available Provision for pupils with additional needs.
- To deliver a programme of training and support for all staff working with pupils with additional needs, which develops practice within the guidance set out in the SEND Code of Practice, July 2014.

- To develop and maintain a parent/carer focus group to ensure effective communication and co-production of policies and practice relating to pupils with additional needs.

SEND Priorities from the School Development Plan (SDP)

The SDP focuses on supporting whole school, professional development to ensure that all our children experience the impact of informed and excellent teachers and support staff. The desired impact is to ensure we prioritise pupils' progress in all curriculum areas for all vulnerable groups, whilst ensuring children and staff experience positive and nurturing relationships.

We seek to enhance teachers' ability to provide well targeted and planned in-class support and intervention (in line with Ordinarily Available Provision). Support staff receive regular Continual Professional Development (CPD) looking at effective strategies to support inclusion and keep up to date with inclusive practice.

Identification of Needs

Four Areas 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 difficulties understanding what is being said to them
- Have difficulties saying what they want to say and being understood
- Do not understand or use social rules of communication and have difficulties with interactions
- Have anxiety-based communication needs

Cognition and learning

Identified barrier and/or needs are:

- Attention and listening difficulties
- Difficulties with learning
- Generalised learning difficulties
- Specific learning difficulties in acquiring literacy skills

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways such as:

- Difficulties participating and presenting as withdrawn or isolated
- Behaviour that may reflect mental health concerns including – anxiety/depression, self-harming, substance misuse and eating disorders
- Physical symptoms that are medically unexplained
- Attachment difficulties and provision or support are not dependant on any formal diagnosis but should be in line with the needs of the child
- Low level disruption or attention seeking behaviour
- Difficulty in making and maintaining healthy relationships

- Difficulties following and accepting adult direction
- Presenting as significantly unhappy or stressed
- Patterns of non-attendance or Emotionally Based School Non-Attendance (EBSNA)

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. Identified barriers are:

- Hearing impairment including temporary conductive hearing loss and being deaf
- Visual impairment
- Physical disability
- Sensory differences for 'Sensory Sensitive' children and 'Sensory Seeking' children
- Severe and complex medical needs

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 Accessibility Plan** for more details.

A Graduated Approach to SEND Support and Provision

At HTPD we set out our approach to inclusion aiming to take the approaches needed to help address and respond to the diversity of needs of all our pupils.

High Quality Teaching and Graduated response

Our overriding objective is to ensure that all children, whether or not they have additional needs, benefit from excellent teaching. We promote High Quality Teaching which involves class teachers in using a range of strategies to support learners to access and engage with the curriculum. These are organised under eight key areas:

1. Partnership and co-production with learners and parents/carers
2. Pastoral care
3. The physical and sensory environment
4. Teaching and learning strategies
5. Equipment and resources
6. Staff skills and training
7. Transition and change
8. Assessment planning, implementation and review

High Quality Teaching is the bedrock of educational provision for all children. However, where a pupil needs additional support and provision over and above High Quality Teaching strategies, we adopt a Graduated Response, a four-part model outlined in the SEND Code of Practice.

This targeted approach focuses on helping to address the needs of the pupil with the aim of helping the pupil develop their independence in accessing the curriculum along with their peers. It is often referred to as a graduated response and follows an assess, plan, do and review cycle.

Ordinarily Available Support

The term comes from the SEND Code of Practice and refers to the support that a mainstream school is expected to provide through agreed funding and resource arrangements.

HTPD will endeavour to provide the support a child's needs using a graduated response within the funding and resource arrangements available to the school. The school work in partnership with parents/carers. Termly SEND Reviews may apply to some pupils on the SEND Register when a learning plan is written and reviewed. Please refer to 'Identification of Needs' section earlier.

Additional Support

SENDCo will use signposting to additional resources and the offers available from Surrey Education Services at SEND support.

Provision Mapping

A provision map demonstrates that the graduated approach has been applied and this can help planning the next most appropriate type of support/intervention that a pupil can access given their individual needs and ongoing difficulties. (Under development)

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 including those with SEND. The SENDCo continues to explore IT based resources such as APPs and computerised systems to enhance provision/intervention and an effective costed provision mapping.

How HTPD decide whether to make special educational provision

There is a 'SEND/Pastoral Support Referral Process for Teaching Staff' in place. The SENDCo meets with Special Needs Teachers (SNTs) and Teaching Assistants (TAs) regularly. Continuing Professional Development (CPD) plan is in place. Best practice is shared within the school and with other schools via Schools Alliance for Excellence (SAFE) and SENDCo networks. This is to ensure all staff receive effective staff development and up to date SEND information. Parents and staff are encouraged to flag any SEND concerns to trigger the SEND Process.

If there is a concern about a child

If a parent has a concern regarding the child's needs they should contact the class teacher and/or the SENDCo. Class teacher will arrange a 'Structured Conversation' with parents to draw up a Learning Plan with SMART targets and strategies. These will be put into place, assessed and reviewed, usually termly.

The class teacher and SENDCo 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

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

Where children have higher levels of need, the school works in partnership with the parents. Case officers at SW SEND Team at SCC also provide guidance and support when appropriate. Specialist professionals and agencies involvement are available to access. For example, Specialist Teachers for Inclusive Practice (STIPs), Speech and Language Therapist (SALT), Educational Psychologists (EP) and Physical and Sensory Support Service (PSSS).

How the decision is made to place children on the register

Assess – Children's Needs

We will ensure that we regularly assess all children's 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 child. In some cases, we will draw on the assessments and guidance from other education professionals e.g. EPs, STIPs (Specialist Teachers for Inclusive Practice) and from health and social services where appropriate.

Plan – Actions in Consultation with Parent

Where SEND support is required, the teacher and SENDCo with the parent/carers will put together a support plan (SEND Support Arrangements) outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be agreed/devised with her/him using child friendly language. All staff who work with the child 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 child 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 SENDCo will provide support, guidance and advice to the teacher.

Review

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carers 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 agree new targets with the children in child friendly language.
- 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 the SENDCo termly. The parents, class teacher, SENDCo and any professionals from outside agencies are invited to attend. Children are asked to contribute to these meetings either by discussing their views (pupil voice) with a familiar adult or by attending part of the review (depending on their age and stage of development).

Supporting parents/carers and children

The Home School Link Worker, Lucy Cray works with parents/carers and their children to support them. ELSA Support is also available at school on a referral basis.

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 and medications where applicable. Where the school is required to administer medication, parents complete a Request to Administer Medication Form and a record is kept if the medication is 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 an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. For children with additional needs, 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 governors' Learning Committee. Changes to SEND provision and Policies are reviewed by the Full Governing Body. SEND funding is monitored by the Finance Committee and the funding is reviewed termly by the bursar and SENDCo.

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). Best practice is shared within the school and with other school via Schools Alliance for Excellence (SAFE) and SENDCo networks.

Training and development

HPTD 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 SENDCo 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 is planned into the School Development Plan, specific training is then adjusted termly according to needs of staff in line with changes to pupil needs.

Recent in-house INSET and training for staff delivered by the SENDCo and other professionals has included input for: Ordinarily Available Provision including effective scaffolding strategies to meet individual learner's needs, Speech, Language and Communication in the classroom; and Social, Emotional and Mental Health needs including: Emotions Coaching, Zones of Regulation. Individual staff attend specialist training to enhance their area of expertise.

The SENDCo's own professional development is continually updated by the attendance at SENDCo 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). 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 and complaints

Parents/carers who have any comments regarding SEND can firstly address them to the class teacher and SENDCo. Complaints can be directed to SENDCo 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 SENDCo 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 for last review: February 2025

Date for next review: February 2027

Signed:

**Deborah Pepper/Helen Murray
Co Chairs of Governors**