



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### 1. Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
  - Prepare children for their next steps, including transition into school and on to their next school.
  - Support and make provision for pupils with special educational needs and disabilities.
  - Provide pupils with SEND access to all aspects of school life so that 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.
  - Monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
  - Communicate with pupils with SEND and their parents or carers, and involve them in discussions and decisions about support and provision for the pupil.
  - Work with, and in support of, outside agencies. When the pupils' needs cannot be met by the school alone, a referral will be made to an outside agency.
  - Deliver continuing professional development to support all staff working with our pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure the SEND policy is understood and implemented consistently by all staff.

### 2. Vision and Values

At Meath Green Infant School, we recognise each pupil's uniqueness and value their individual skills, strengths and needs. We are committed to making sure every pupil achieves their full potential by developing their core skills, embedding a resilient attitude, teaching strong moral values and providing them with memorable experiences and opportunities.

### 3. Legislation and Guidance

This policy 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, SENDCo's 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 Governance Handbook, 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. Inclusion and Equal Opportunities**

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### **5. Definitions**

##### ***Special Educational Needs***

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This definition of Special Educational Needs and Disability is taken from SEND Code of Practice 0-25 years, 2015, published by the DfE. It is the guide that all schools and Local Authorities in England and Wales must take into account when organising and providing for children with Special Educational Needs.

## 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.

### The Four Areas of Need

The SEND Code of Practice describes four broad areas of need for Special Educational Needs. Pupils can have needs that cut across more than one area, and their needs may change over time.

Area of Need	Explanation
Communication and Interaction	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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.</li></ul>
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or Physical Needs	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul>

	These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
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## 6. Roles and Responsibilities

### *The SENDCo*

The SENDCo is Kelly Lang. It is her role to lead in work relating to pupils with SEND. The SENDCo will:

- inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
- work with the headteacher and governors 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 SEND, 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 SEND receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- 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.
- when a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- work with the headteacher and school governors 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 its records of all pupils with SEND up to date and accurate.
- with the headteacher, 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 headteacher, 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 headteacher 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.

## ***The Governing Body***

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all they 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 do not 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 SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably 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 SENDCo 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.

## ***The SEND Link Governor***

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

## ***The Headteacher***

The headteacher has overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress. They are also responsible for safeguarding.

The headteacher will:

- work with the SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school.
- work with the SENDCo 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 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 SENDCo has enough time to carry out their duties.
- have an overview of the needs of the current cohort of pupils on the SEND register.

- with the SENDCo, 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 SENDCo, 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.
- with the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### ***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 teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND Information Report.
- Communicating with parents regularly 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.

### ***Parents or Carers***

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or 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 meetings to review the provision that is in place for their child.
- asked to provide information about any changes in the pupil's needs.
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- provided with termly updates on the progress their child is making towards their outcomes.
- given an annual report on the pupil's progress and achievements.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### ***Pupils***

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided in an age-appropriate way. This might involve the pupil explaining what their strengths and difficulties are. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEND information Report

The school publishes a SEND 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.

## 8. Identifying Special Educational Needs

A pupil may be identified as having a Special Educational Need if:

- they have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- their academic achievements are significantly below their peers of a similar age.
- they are making inadequate progress, so that the gap between their attainment and their peers is widening.
- they find it difficult to develop social interaction with their peers and staff or those children who exhibit emotional difficulties that prevent them from forming relationships or accessing the curriculum effectively.
- they have a physical or sensory difficulty that prevents them from taking part in school life.
- they join the school, and:
  - their previous setting has already identified that they have SEND
  - they are known to external agencies
  - they have an education, health and care plan (EHCP)

Early identification may be recognised through:

- Pre-School: Teachers from our Reception Team will communicate with the pre-school in the first instance. A member of staff from school will then visit pre-schools in the summer term before the pupil is due to start school. Pre-schools are also invited to visit school, with the pupil, in the summer term.
- Home Visits: Our reception team make a home visit to meet the pupil and their parents/carers in the weeks prior to the pupil starting school.
- A cause for concern: From parents, teachers, a previous education setting, health authorities or an external agency.
- Parental discussions.
- Authority screening procedures: 2-year check, early years foundation stage profile, screening or routine health checks (including sight and hearing).
- Observations and referrals: From anyone working with the pupil in school including headteacher, class teachers, support staff, supply teachers.
- Outside agencies who have been previously or currently involved with a pupil.
- Termly pupil progress meeting.

The information gathered from these sources will be discussed with the child (as appropriate for their age) and parents/carers to establish a clear understanding of their strengths and areas of difficulty.

It is considered a vital role for teachers to monitor the progress of children in their class. High Quality First Teaching is the first step in responding to those who have or may have SEND.

The SEND Code of Practice 0-25 years, 2015, states that *high quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.*

Any child who is experiencing difficulties with their learning should have targets set to monitor their progress and the SENDCo should be informed that they are being monitored. All children are assessed in line with the school's Assessment Policy.

If the child is identified as having a SEND they will be included on the SEND register, in consultation with parents/carers, and a SEND Support Arrangement will be drawn up.

The SEND Support Arrangement aims to provide a holistic picture of the pupil, and to ensure that their voice and that of their family is heard and represented in the documentation. It contains a One Page Profile, information about the family and their aspirations, the family story, strengths and areas of needs, assessment information and the individual support plan itself. The support plan is constructed around person centred outcomes which should balance what is important to the child and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the pupil. This is a dynamic document which should be updated through regular reviews to ensure that it remains relevant to the individual.

A pupil with a SEND Support Arrangement will be supported through a combination of High Quality First Teaching and targeted interventions. In some cases, children will not make expected progress, despite having these provisions in place, and in some cases more personalised or specialist support by external professional agencies is required.

### ***Consulting and Involving Pupils and Parents***

We believe that a close working partnership with parents is vital in order to ensure identification and assessment of SEND leads to appropriate intervention and provision. We value parental support and involvement at all stages. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the parents. These conversations will make sure:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we take into account any concerns the parents/ carers have.
- everyone understands the agreed outcomes sought for the pupil.
- everyone is clear on what the next steps are.

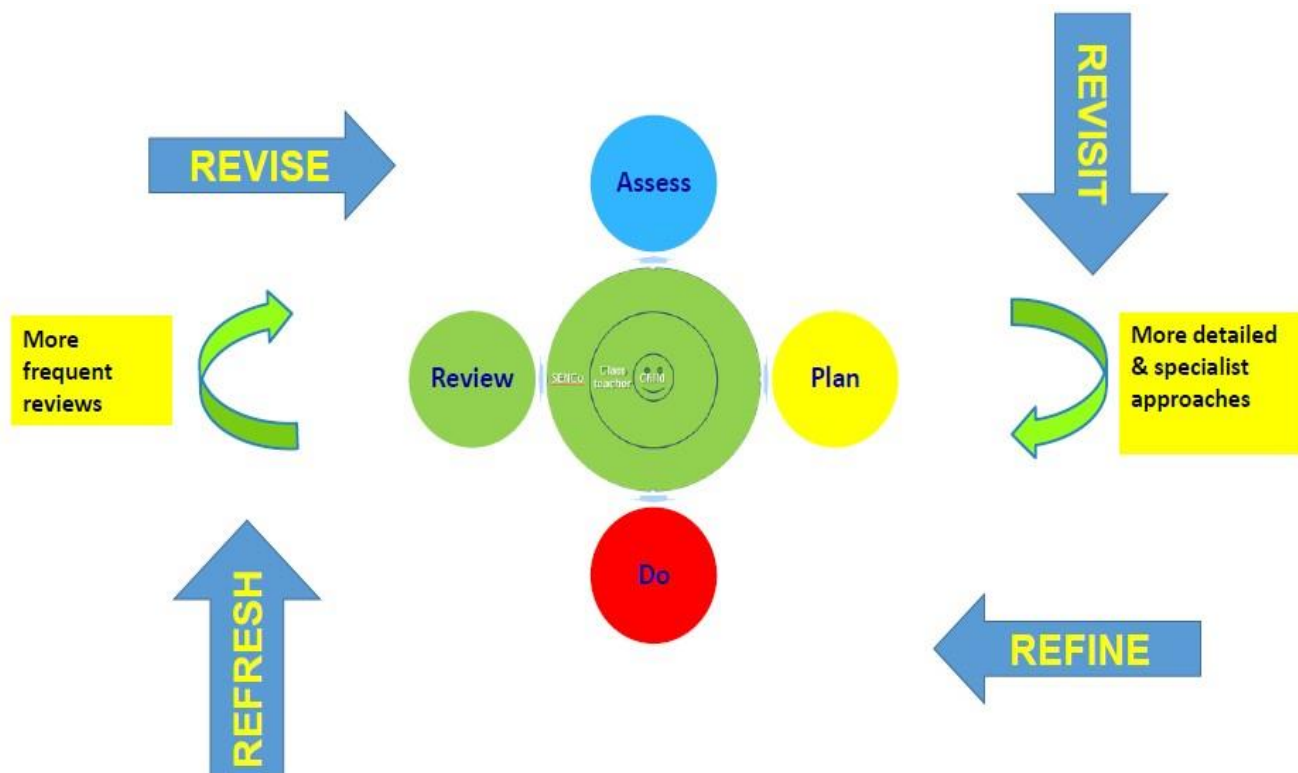
Details of the full support we provide for pupils and their families is stated within our School Offer and on our whole school provision map. These are published on our website. In addition to our School Offer you may wish to visit **Surrey's local offer**. This gives information about services and support available in the local area for children and young people with SEND. Please use the link below:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>



## A Graduated Response

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 SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Pupils with SEND needs are supported through this approach. However, for children and young people with more complex needs, a coordinated assessment process and a 0-25 Education, Health and Care plan (EHC plan) will be considered.



**Assess:** The pupil's class teacher and the SENDCo 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. Throughout this process, class 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.

**Plan:** We will agree, with parental involvement, the outcomes that the SEND support is intended to achieve. All those involved will have an opportunity to express their views in deciding what kind of support will be provided, and a date will be set by which they will review this, so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

**Do:** We will put the planned support into place. The class teacher remains responsible for working with the child on a daily basis, but the SENDCo and any support staff or specialist teaching staff involved in providing support will work closely to track a pupil's progress and check that the support is being effective. The SENDCo will ensure staff working with pupils with additional needs are appropriately trained.

**Review:** The support a pupil receives will be reviewed at the time detailed in the plan. The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

At each stage of the review, we will consider if the child's needs can now be met without SEND support, the SEND support should continue or if an Education, Health Care (EHC) Plan assessment should be considered.

### ***Who is an Education, Health and Care (EHC) Plan for?***

"Education, Health and Care (EHC) plans are for children and young people aged 0 to 25, who have special educational needs and/ or disabilities (SEND), and need a much higher level of support than can be delivered through universal or targeted services such as schools." **(Surrey Local Offer, August 2021)**

### ***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 approach. 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.

- **Education, Health and Care (EHC) Plan**

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. 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 from the LA.

### ***Evaluating the Effectiveness of SEND Provision***

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach at the end of each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC Plans
- Getting feedback from parents
- Pupil Progress Meetings

## **9. Expertise and Training of Staff**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, training will regularly be provided to teaching and support staff. The headteacher and the SENDCo 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. Training may be provided by:

- the Senior Leadership Team
- Subject or Year Group Leaders
- external professionals
- the local authority
- Horley Learning Partnership (HLP)

All teachers and support staff undertake an induction on taking up a post and this includes a meeting with the SENDCo who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Early Career Teachers (ECTs) are supported by the SENDCo when drawing up and reviewing individual support plans.

The school's SENDCo regularly attends SENDCo network meetings and training in order to keep up to date with local and national updates in SEND.

## **10. Links with External Professional Agencies**

The school recognises that it won't be able to meet all the needs of every pupil without additional support. Whenever necessary, the school will work with external support services to help support their needs, services such as Speech and Language Therapists, Specialist Teachers or Outreach Services and Educational Psychologists.

## **11. Admission, Transition and Accessibility Arrangements**

Surrey County Council is the admission authority for our school. To find up to date information about the school's admission arrangements and details on how to apply, either as part of mainstream admissions or SEND admission arrangements for children with an EHCP, please use this link:

<http://surreycc.gov.uk/schools-and-learning/schools/school-admissions/apply-for-a-school-place>

<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/child-with-a-ehcp>

Once a pupil's place at our school has been accepted, a member of the senior leadership team or class teacher will make contact with parents/ carers and/or their previous setting to gather information about the child's strengths and areas of need. When pupils transfer from our school to their next setting, a transition planning meeting is arranged and copies of their SEND files are provided for their next school.

You will find our Accessibility Plan on our school website. Information in this plan includes how we:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve and maintain access to the physical environment.
- Improve the availability of accessible information to disabled pupils.

## **12. Complaints about SEND Provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENDCo or headteacher to seek to establish a solution. If they are not satisfied with

this response and believe the issue has not been resolved, then they can submit a formal complaint. Details of this procedure can be found on our website.

### **13. Monitoring and Evaluation Arrangements**

We are continually looking for ways to improve our SEND provision. We will do this by evaluating whether or not we are meeting our objectives set out in Section 1.

We evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with 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 parents.

<b>Date Policy Ratified by the Governing Body</b>	24 <sup>th</sup> April 2024
<b>Review Period</b>	Annually
<b>Date of Next Review</b>	April 2025