



All Saints C of E Infant School Tilford

Special Educational Needs Policy

Date adopted: Sept 2017

Review date: Sept 2019

SENCo: Sara Bedford

Policy for Special Educational Needs (SEN)

At All Saints Infant School we support and value the abilities of all our children. It is our duty to provide equal opportunities for every person in our care and a safe and rich learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

We adopt a 'whole school approach' to SEN at All Saints Infant School where every teacher is a teacher of every child.

'Love to Learn...Learn to Love'

Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment, which allows everyone to achieve, develop, learn and grow. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' through our 'Keys to Success' and 'Learning Passports' so as to instill a love of life-long learning.

Key Roles and Responsibilities:

The SENCo has day-to-day responsibility of the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with Education Health Care Plans (EHCP). Part of the role of SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCo Name:

Sara Bedford (Headteacher)

Contact details: head@allsaints-tilford.surrey.sch.uk

The SENCO has the National Award for SEN (NASENCo award) is a member of NASEN, member of the Fearnhamme Confederation SENCo Team and a member of NASEN.

Key Roles and Responsibilities (cont.):

Governor for SEND:

Ann Tann

Special Educational Needs Assistant (Interventions):

Claire Piner

Special Educational Needs Assistants (SNA) support pupils identified with SEN and are line managed by the SENCo and Assistant to the SENCo.

Designated Child Protection Liaison Officer:

Sara Bedford

Deputy Child Protection Liaison Officer:

Tanya Cooper

Governor for Safeguarding and Child Protection name:

Lucy Thompson

Designated manager of Pupil Premium and Looked after Child funding:

Sara Bedford

Designated manager for supporting pupils with medical needs:

Sara Bedford

Co-Production, Compliance, Accessibility:

This policy was created in partnership with All Saints Infant School's SEN Parent Forum (which includes parents, the SENCo, the SEN Governor and the Assistant to the SENCo) as well as the teaching staff and the Learning Support Assistant team.

This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0 – 25 (2014) 3.65** and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy*
- Accessibility Plan*
- Teachers Standards (2012)

The policy can be accessed in a number of ways:

- The school website under Special Educational Needs and Disabilities*
- In the school's prospectus
- Via Fronter (the school's virtual learning platform)
- A hard copy in the School Office

Via SENDLO Surrey's SEND Local Offer site <https://www.surreysendlo.co.uk/>

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

[*www.allsaints-tilford.surrey.sch.uk](http://www.allsaints-tilford.surrey.sch.uk)

SECTION 2: Aims and Objectives

Aims

At All Saints Infant School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and in school feel that they are a valued member of the wider community.

- We expect that all pupils with SEND will meet or exceed the high expectations set out for them based on their age and starting points.
- We will use the best endeavors to give pupils with SEND the support they need.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition to the next phase on their educational journey and into adulthood.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing, for pupils who have special educational needs and disabilities, with pupils and their parents.
- To develop effective whole school provision management of targeted and specialist support for pupils with special educational needs and disabilities.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
- To develop the strength of our All Saints SEN Parent Forum and Support Group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities while providing a support network for parents and or carers.

SECTION 3: Identifying Special Educational Needs

Definition of SEN:

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

*SEN: 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 at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others the same age in a mainstream setting in England.***

*DISABILITY: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that ‘...is a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activity.**’*

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- - communication and interaction
- - cognition and learning
- - social, emotional and mental health
- - sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

NON-SEN needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:-

- - Disability
- - Attendance and Punctuality
- - Health and Welfare
- - EAL
- - Being in receipt of Student Premium Grant
- - Being a Looked After Child (LAC)

At All Saints Infant 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. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

SECTION 4: A Graduated Approach to SEN Support

Quality First Teaching

All teachers are responsible and accountable for the progress and development of children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. “Quality First” Teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCo to ensure that children are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching. All staff are supported to be aware through INSET and training opportunities that additional intervention and support cannot compensate for a lack of good quality teaching.

The teaching staff, with the support of the SENCo, achieves this by monitoring the progress for all their pupils through a continual Assessment, Plan, Do, Review cycle. This leads to termly Pupil Progress meetings where all pupils’ progress is discussed as a team. Children who have not made expected progress or are vulnerable in the future are identified via ‘Everyone Included’ and provision is discussed and planned with the child and parents. The pupil’s class teacher will discuss and plan strategies to support your child with them through their ‘Learning Passport’.



Assess

Progress is monitored regularly through discussions with the Classteacher, SENCo and assistant to the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Throughout this process we look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We monitor behaviour and the way children deal with situations. In some cases we will draw on the assessments and guidance from other educational professionals e.g. Surrey Literacy Language team, Educational Psychologists and from health and social services.

Plan

Where SEN Support is required the teacher and SENCo with the parent will put together a plan outlining the adjustments, interventions and support which will be put in place for pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets will be shared with him/her using child friendly language modeled throughout the school. This will be recorded in the SEND Support Arrangements Plan. All Saints School maintains that this plan should be co-produced so it is a partnership with children and their families.

Do

The child's class teacher is responsible for working with the child on a daily basis. She/he will also liaise closely with the SEN Team who provide support set out in the plan and monitor the progress made. The SENCo will provide support and advice for the teacher. SEN support can take many forms. This could include:

- A special learning programme
- Extra help from a teacher or learning support assistant
- Making or changing materials and equipment
- Working in smaller groups
- Observations in class or at break by the SENCo or assistant
- Making sure your child has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting your child with physical or personal care difficulties, such as eating, moving around school safely, toileting or dressing.

Review

The teacher, SENCo, parent and the child will review the Surrey Pathway Plan, including the impact and interventions, at the end of each term. This will inform the planning of next steps for a further period or where successful the removal of the child from SEN Support.

Education Health Care Plan

Some children on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the Assess, Plan, Do, Review cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child and parents and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). The Pupil's Learning Passport is the key method for supporting and recording their voice. This is shared in meetings with staff and parents when discussing needs and progress and forms part of their Surrey Pathway Plan.

SECTION 4: Managing Pupils on the SEN Register

Every child is an individual and at All Saints School their voice contributes to the running of their provision through their Learning Passport and evaluation of their needs and achievements.

The Class Teacher is responsible for:

- Identifying and monitoring a child's special needs with the support of the SENCo and use strategies to remove the barriers to learning.
- Differentiating learning so pupils with SEND are included and have appropriate access.
- Sharing weekly and daily planning with Learning Support Assistants and Special Needs Assistants and ensuring that they are aware of targets, methods and expectations for children with SEND.
- Monitoring and evaluating the outcome of Learning Support Assistants support for children with SEND and planning further support appropriately, so that targets are achieved progressively and in small steps.
- Recording and evaluating provision using Class and Pupil Provision Maps with the support of the SEN team.

- Informing parents of the provision and outcomes their child may be receiving.
- Support pupils to talk about and evaluate their targets using their Learning Passport and identifying tools that would support them.
- Managing a child's SEND Support Arrangements Plan, in partnership with parents and children, so this can be shared termly and ensures good transition to new class or school.

The SENCo is responsible for:

- Maintaining the Special Needs register termly and ensuring staff, parents and governors are aware of any changes.
- Supporting staff with the day to day operation of the school's special educational needs policy
- Contributing to in-service training of staff, facilitating a good understanding of strategies to remove barriers to learning.
- Liaising with and advising class teachers and teaching assistants to set effective and appropriately challenging targets for pupils with SEND
- Carrying out specific individual assessments and observations
- Monitoring provision and evaluating effectiveness of intervention for pupils with SEND within the school by base-lining and assessing outcomes.
- Identifying and evaluating effective Literacy and Numeracy programmes by attending SENCo Network meetings, Specialist courses and keeping abreast of current and relevant research.
- Supporting colleagues to implement provision and evaluate outcomes within their classrooms.
- Liaising with external agencies, advisors and support services where appropriate.
- Liaison with pre-schools and junior schools to ensure a smooth transition.
- Ensuring parents and pupils with SEND feel supported and included through communication, co-production and partnership.
- Evaluate the quality and cost effectiveness of provision reporting outcomes to the Staff, Headteacher and Governing Body.
- Report to the governing Body, termly through the SEN Information Report.
- Ensure the SEN Information Report is co-produced, updated yearly, published on the School website and links to Local Authority Local Offer.

The Governing Body has statutory responsibilities to ensure that the special educational needs of all children in the school are met. The SENCo provides information for the Head teacher's report for each termly governor's meeting, giving details of support and training within the school, any relevant National and County issues and the number of children at each stage on the register. A named governor for SEND has regular meetings with the SENCo and reports the current situation at each Governor's meeting.

The governing body's annual report should state the number of pupils with SEND and demonstrate the effectiveness of the school's system for:

- Identification
- Assessment
- Provision
- Monitoring Standards and progress
- Effectiveness and outcomes included costed provision.
- Use of outside support services and agencies.

The Head teacher's roles and responsibilities are:

- To ensure the school has a nominated Special Needs Coordinator who is a member of the SLT and has the national SENCo qualification.
- To be kept informed of pupils who have been identified as having special educational needs
- To ensure that all staff receive appropriate professional development
- To see that the school's SEND policy is reviewed as necessary.
- To satisfy parents of children with SEN/D that appropriate provision is made available to meet their needs.
- To ensure SEND provision is an integral part of the School Development Plan.
- Share and co-produce Learning Passports with parents at Parent Consultations.
- To discuss and evaluate the cost and effectiveness of interventions with the SENCo, class teachers and subject leaders.
- Manage a child's SEND Support Arrangements Plan with the support of the SENCo ensuring good transition to a new class or school.

Special Needs Assistants are normally employed to support a child with a statement of Special Educational Needs. They will:

- Deliver, record and evaluate appropriate programs implemented by the SENCo, specialist agencies and/or Class Teacher.
- Meet and discuss intervention programmes with specialists such as Occupational and Speech and Language therapists.
- Support the child to work alongside their peers to promote inclusion.
- Keep appropriate records of progress and observation to share at review with Class Teacher and SENCo.
- Discuss the child's progress and well-being with the classteacher and SEN team.
- Liaise with child's parents the day-to-day routine of the school.

Learning Support Assistants usually support pupil learning in the classroom through:

- Knowing how to use and discuss how to remove barriers to learning for children identified on 'Everyone Included'
- In class curriculum support to enable pupils to meet their targets and understand how targets should be measured and recorded using provision maps.
- Class based small group interventions such as Phonics, Guided Reading, numeracy and handwriting programs.

The teacher's planning should give clear indication of the role of the teaching assistants at any time. The teaching assistant's responsibility is to work closely with the class teacher. Their timetable will be 'needs led' and reviewed regularly. They should report any relevant observations to the class teacher, as these may be significant to the child's progress.

SECTION 5: Criteria for Exiting the SEN Register

Pupils will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

SECTION 6: Supporting Pupils and Families

At All Saints School we aim to have excellent informative relationships with all of our parents. Partnership plays a key role in enabling pupils and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education. All parents are invited to join the All Saints Infant School's SEN Forum and Support Group's termly meetings.

The SEN Information Report is published on the school website and updated annually with the SEN Parent Forum, SEN Governor and staff (see appendix 1).

If a child is experiencing difficulties, parents will be informed as soon as possible by their classteacher. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. Once a child has been identified as having SEN, the class teacher and SENCo will invite the parents to a meeting to begin the Surrey Pathway Plan identifying strengths and areas for development. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Thereafter, parents – and pupils – are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

Transition into and within school

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery and into the junior phase - as smooth as possible.

This *will* include:

- Pupil Learning Passport
- Transfer of Surrey Pathway Plan
- Transfer of Provision Maps and interventions
- Assessment
- At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEN.
- The Year 2 SEN pupils moving to junior schools are always discussed between the SENCoS and class teachers, so as to sure the very best transition.

It *may* include:

- Additional meetings for the parents and child with the new teacher or Junior SENCo
- Co-produced Transition Action Plan
- Enhanced transition arrangements tailored to meet individual needs e.g. Opportunities to take photographs of key people and places in order to make a transition passport.
- Transition Meetings at Fearnhamme Confederation SENCo Group outlining specific provision with support of Educational Psychology and Surrey Specialist teaching Team.

SECTION 7: Supporting Pupils with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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 and may have an EHC Plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

SECTION 8: Monitoring and Evaluation of SEN

Teachers, Learning Assistants and the SENCo evaluate provision through weekly assessment for learning using the pupil's targets. All children are encouraged to take charge of their learning, to talk about how they feel about their learning and what progress they have made during lessons and intervention groups.

The SENCo uses provision mapping to evaluate each pupil's progress against an expected outcome, each term. This progress is tracked locally and against local and national data. All information is used to evaluate progress at pupil Progress Meetings, shared with parents, pupils and relevant staff. The quality of provision is evaluated and altered to meet requirements each term.

The SENCo (Headteacher) monitor classroom practice through learning walks, pupil interviews, book scrutiny and observation. SEN is part of the school evaluation arrangements and is an important part of the School Development Plan.

The SEN Governor will meet at least annually with the SENCO and report on the success of the policy against the 'SEN Aims of The School' stated within this policy. The school will adopt the Revise, Revisit, Refine and Refresh approach to ensure that our provision is successfully meeting the needs of SEND pupils and parents. This process will also identify any training needs for staff.

The School's SEN Parent Forum and Support Group plays a role in monitoring and evaluating parents views .

SECTION 9: Training and Resources

All staff at the school engage in training sessions, on average at least half termly, when Quality First Teaching and strategies for inclusion are addressed.

- The SENCO provides regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEN is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Learning Support Assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed. They also receive training from the Special Needs Assistant
- External trainers are brought in periodically from Surrey specialist teachers, Babcock 4S consultants, Virgin Care and Educational Psychologists to address more specialist training needs or to train staff in the use and evaluation of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

- The Local Confederation SENCOs meet as a group termly and these sessions form CPD as well as arranging CPD opportunities for teaching and learning assistants. The Senco of All Saints Infant school chairs the local confederation.
- The SENCO is a member of the professional body NASEN.

SECTION 10: Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. Surrey Council's Local Offer webpage is a good source of support and information about local services that can be very helpful to families and will signpost you to other useful agencies and services.

<https://www.surreysendlo.co.uk/>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Clinical psychologists
- Medical practitioners
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School nurse
- Social care workers
- Education Welfare Officers
- Behaviour support advisors
- SENCOs in other Surrey schools

SECTION 11: Storing and Managing Information

Records for pupils with SEN will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

SECTION 12: Reviewing the Policy

In line with all school policies the SEN Policy will be kept under regular review by the SENCo/Headteacher.

The SEN Policy will be reviewed annually with parents through the School SEN Forum and Support Group, school staff and governors.

The SEN policy should be read alongside the Behaviour, Equal Opportunities, Supporting Pupils at School with Medical Conditions and Bullying policies and the Accessibility Plan.

SECTION 13: Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. Please see our accessibility plan (Appendix 3).

SECTION 14: Dealing with Complaints

The school's complaints procedure can be found on the school's website at:

The SEN Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

SECTION 15: Appendices

Appendix 1: SEN Information Report

The SEN Report is published on the School website and reviewed annually with Governors and the School Parent SEN Forum

www.allsaints-tilford.surrey.sch.uk

Appendix 2: Key documentation

- Special educational needs and disability code of practice: 0-25years
<https://www.gov.uk/government/publications/send-code-of-practice-0-25>
- 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>

[Surrey SEND 14 Toolkit for Pathway and EHC Plans](#)

[Equality act 2010](#)

[Surrey Local Offer Website https://www.surreysendlo.co.uk/](https://www.surreysendlo.co.uk/)

Appendix 3

Accessibility Plan 2016-18

1. At All Saints we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The All Saints School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality
 - Health & Safety (including off-site safety)
 - Special Needs
 - Behaviour Management
 - School Development Plan
 - Teaching and Learning Policy

7. The Plan will be monitored through the Health, Safety and Buildings Committee of the Governors.
8. The school will work in partnership with Guildford Diocese in developing and implementing this plan.
9. This plan will be available:
 - on the school website
 - from the School Office – on request
 - by email - on request