



The Horsell Village School **Special Education and Disabilities Policy**

Reviewed September 2022

Our Vision/ ethos

Statement of Intent

We believe that children with Special Educational Needs and Disabilities should have access to the whole curriculum, and should, through high quality teaching, develop the knowledge, skills and attitudes which will enable them to perceive themselves as successful learners.

This policy builds on all other school policies and reinforces a philosophy of inclusive teaching. We recognise that many pupils have special needs at some time during their school life and may move on and off the SEND register. In implementing this policy, we believe pupils will be helped to overcome their difficulties, make progress, and be integrated fully into life at school life.

The school complies with statutory requirements and applies the Code of Practice 2014.

Name of Headteacher: Jane Reeve

SENCo and Inclusion Lead: Rachel Wright

SEN Link Governor: Felix Witte

Definition of SEN

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

A child or young person has SEN 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
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special education 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.

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 activities'.

Key Roles and Responsibilities

Class teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants and specialist support staff.

Special Education Needs Co-ordinator (SENCO)/ Inclusion Lead

At The Horsell Village School we have a SEND/Inclusion Lead who has day-to-day responsibility for SEN across the school, coordinating arrangements with class teachers, year group leaders and outside agencies regarding children with additional needs. In conjunction with the Headteacher and Steering Group they are responsible for this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those children with an Education Health and Care Plan (EHCP)/Statement.

Working with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for their child with special educational needs. We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Context

This policy complies with statutory requirements laid out in the SEND Code of Practice 0 –25 (July 2014).

Aims

At The Horsell Village School all children, regardless of their individual needs, are provided with teaching that enables them to:

- Make the best possible progress;
- Become confident individuals living fulfilling lives;
- Make a successful transition on to the next phase of their educational journey.

We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points.

We will use our best endeavours to ensure that a child with SEND:

- Gets the support they need;
- Has access to the whole curriculum;

- Is able to engage in activities taking place in school alongside those children who do not have SEND;
- Is set ambitious educational and wider outcomes, which they, their parents and relevant outside practitioners/professionals have worked together with the school to agree.

How do to achieve this?

- We ensure that the school's culture and atmosphere contribute to their sense of self-worth and self-esteem.
- We develop a whole school approach of effective provision management through universal, school SEND support, specialist SEND support and statutory support for all children with special educational needs and disabilities.
- We involve the whole school staff in meeting their needs.
- We have high expectations based on achievable success.
- We ensure that learning preferences are recognised and that teaching takes account of visual, auditory and kinesthetic strengths.
- We involve pupils in the setting of targets and reflecting on progress.
- We involve parents in planning, decision-making and supporting targets.
- We identify 'vulnerable' children early and have available provision to meet needs and remove barriers.
- We implement a positive behaviour policy which is made explicit to all staff, pupils and parents.
- We develop a culture of constructive self-appraisal.
- We ensure that our organisational structure is flexible so that pupils needs come first.
- We follow assess, plan, do, review cycle



What are the 4 Broad Areas of Need?

1) Communication and Interaction (C+I):

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This might be because they have difficulty understanding what is being said to them, difficulty saying what they want to, or difficulty understanding or using the social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language and communication needs at different times in their lives.

Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2) Cognition and Learning (CL):

Support for learning difficulties may be required when a child learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and

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

Specific learning difficulties (SpLD), affect one or more specific areas of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) Social, Emotional and Mental Health (SEMH):

Children may experience a wide range of social and emotional difficulties which manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4) Sensory and/or Physical Needs (S/P):

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. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability require additional on-going support and equipment to access all the same opportunities available to their peers.

How do we identify a child's needs?

At The Horsell Village School we make regular assessments of all children to help identify their individual needs. Once a child's needs have been identified we will put effective provision in place to improve the long-term outcomes for that child.

We are committed to early identification and intervention

This takes place through:

- Liaison with feeder nurseries and playgroups
- Baseline screening
- Classroom observations by class teacher and SENCO/Inclusion Lead where appropriate
- Monitoring progress made by pupils
- Identifying attainment gaps between pupils and their peers
- Class teacher referrals
- Expressions of concern from teachers, pupils, parents and external agencies
- Identifying and highlighting specific areas of need through the use of The Surrey 'Profile of Need' document

At The Horsell Village School we undertake day to day observations and assessments of all children adapting learning to meet their needs. Children's progress and level of attainment is then assessed and monitored half-termly. At

termly Pupil Progress Meetings (PPMs) and termly SEND 1 to 1 meetings, teachers meet to discuss the progress of each of the children within their class. However, any concerns about a child's academic or social progress between times would be raised with the team leader or SENCO immediately.

How do we decide on the most appropriate provision for a child?

In deciding whether to make special educational provision, the class teacher and SENCO will consider all the information gathered from within the school and from parents about the child's progress; considering their age and starting point in comparison to national data and expectations of progress.

Information gathered will include:

- High quality and accurate formative assessment materials;
- Internal staff moderation of progress;
- Provision outcomes;
- Observations;
- Specific diagnostic assessment.
- Highlighted Surrey 'Profile of Need'

There are 4 stages of support for each of these areas; Universal, setting (school) SEND Support, Specialist SEND Support and Statutory Support, where applying for an EHCP takes place.



Where children have a higher level of need we will work in partnership with external agencies and professionals, and their advice will also contribute to deciding if and what is the most appropriate provision for the child.

At this information gathering stage the class teacher will also organise a meeting with the family in order to:

- Understand any concerns the parent might have about the child;
- Understand any concerns the child might have about their learning and progress;
- Increase the teacher's, parent's and child's understanding of the child's areas of strengths and difficulty;
- Establish agreed desired outcomes sought for the child for now and for the future;
- Agree the child's next steps;
- Agree a clear date for reviewing progress.

The purpose of this meeting is to work together to decide how we can support the child to achieve identified outcomes and remove any barriers to learning.

If it is decided that a child does have SEN this will be recorded in the school's records and the child's parents will be informed by the child's class teacher. At The Horsell Village School we view children being placed on our SEN/Additional Needs Register as a positive step which helps to increase the level of tailored support that a child will receive in order to meet their needs and enable them to make progress.

What do we do to ensure the needs of EVERY child are met?

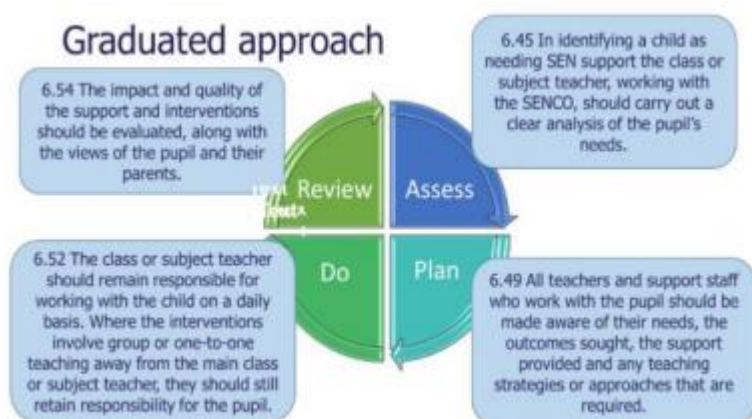
1) Quality First Teaching/ Universal Teaching:

The class teacher is responsible and accountable for the progress and development of ALL the children in their class. At The Horsell Village School we strive to deliver high quality teaching, which is differentiated for each individual child to ensure that all children make expected or better progress in every lesson. When planning lessons, the class teacher is expected to ensure differentiated outcomes and good quality personalised teaching for all children, including those identified as having a special education need.

The Headteacher, Deputy Head, SENCO and other members of the steering group regularly and carefully review the quality of teaching for all children, including those at risk of under achievement. Where necessary, these individuals work to improve teachers' understanding of strategies to identify and support vulnerable children and their knowledge of SEN.

2) A Graduated Response to SEN

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess:

We regularly assess all children's needs so that every child's progress and development is accurately tracked and compared to that of their peers and national expectations. Assessments will also draw on the views and experiences of the child and their parents/carers as well as, where relevant, other external support services.

The class teacher or SENCO will always seek parent/carer permission before involving any external support services.

Plan:

The teacher and the SENCO will agree, in consultation with the parent/carer and where appropriate the child, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Targets for the pupil will be shared with him/her using child friendly language. All staff working with the child will be made aware of these targets.

Do:

The child's class teacher is responsible for working with the child on a daily basis. He/she will liaise closely with any teaching assistants or specialist staff that provide support for the child and will monitor any progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review:

The provision for a child with SEND will be reviewed at least termly by the class teacher, SENCO parent/carer and child. This will inform the planning of next steps for a further period or, where no longer required, the removal of the pupil from SEN support.

For children with an Education, Health and Care Plan (EHCP)/Statement the plan will be reviewed at least annually by the Local Authority.

How are parents, families and children involved in this Graduated Approach?

We believe that successfully supporting children with SEND requires a partnership approach between home and school and therefore parents/carers will be involved in meeting with the class teacher (and in some cases the SENCO) at least termly to review the progress made by the child and either set new objectives or agree, where appropriate, to remove the pupil from SEN support. As much as possible and appropriate the child will also be involved in this process.

SEN Provision

What will Support look like?

SEN support can take many forms. This could include:

- A special learning programme for the child;
- Extra help from a teacher or a teaching assistant;
- Making or adapting materials, equipment or environment;
- A teacher/ teaching assistant working with the child in a small group;
- A member of staff observing the child in the class or at break times and keeping records;
- Supporting other children to work with the child or play with them at break times;
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Recording the needs of and support for children on the SEN Register

Every child is an individual and will have provision put in place to meet their specific needs.

Details regarding the provision put in place for children on SEN Support or Specialist SEN Support is recorded on the Surrey SEN Arrangement Plan document. It is the responsibility of the class teacher to maintain and update Surrey SEN Arrangement Plan, supported by the SEND Lead.

At The Horsell Village School the Surrey SEN Arrangement Plan document is used as a working document which is kept electronically (although certain pages in the document such as the One-Page Profile and Targets Sections may be printed off for use by the child, family and staff) and can be accessed by all staff working with the child. Parents/carers also have the right to view a child's Surrey SEN Arrangement Plan at any time upon request to the class teacher.

The Surrey SEN Arrangement Plan aims to provide a holistic picture of the child, and it is important that it is completed in partnership with the child and parents to ensure that the child's voice and that of their family is heard and represented in the plan. The plan is constructed around child-centred outcomes which should balance what is important to the child and their family with what is important for them. The plan is a dynamic document which will be updated, and added to where appropriate, through termly reviews to ensure that it remains relevant.

Securing and working with additional specialist services:

Where the school feels that it is appropriate and will assist in supporting a child, they will make a referral to an external support service. Such a referral will always be made with the involvement of the parent. If the support service feels that the child meets their criteria for support they will organise a consultation with school staff and parents, or see the child where appropriate. Sometimes services will organise with the SENCO to come and see the child in school, whilst at other times they might write to the child's parent and ask them to bring the child to their clinic.

Monitoring and Evaluation of SEN

As part of the graduated approach, we follow the cycle of 'Assess, Plan, Do, Review' as set out in the Code of Practice. We regularly monitor and evaluate the quality of provision that we offer children and this informs future development improvements.

Examples of ways in which we monitor the quality of our SEND provision include:

- Developing best practice through the attendance by the SENCO at local SENCO network meetings;
- Termly monitoring by the SEN governor;
- Regular review of SEN at Full Governing Body Meetings;
- Termly Pupil Progress Meetings (PPMs);
- OFSTED inspections (Last inspection in October 2008)

- Monitoring and review of SEN funding by the Headteacher, SEND Lead and school's Finance Manager;
- The school's development priorities.
- Termly SENCO meetings with other SENCOs in the SWAN Academy Trust.

What happens if the needs of the child cannot be met using the school's resources:

If a child continues to make inadequate progress, the school or parents can consider requesting an Education, Health and Care Plan (EHCP) assessment (formally known as a request for statutory assessment). In order to do this the local authority will expect to see evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress. To inform their decision the Local Authority will need to consider a wide range of evidence that proves the actions taken by the school as part of SEN support or SEN Specialist Support. We also follow the guidance given in the Surrey 'Profile of Need' document.

If the application for an EHC Plan is successful, a member of the Local Authority will gather contributions from parents, the child and the school together with any health or social care professionals who are involved with the family. Once the LA have gathered and read all contributions they will produce the EHC Plan which will record the decisions made at the meeting.

The SEND/Additional Needs Register:

It is the responsibility of the SENCO to keep the SEND/Additional Needs Register up-to-date. The SEND/Additional Needs Register is reviewed termly, but children may be added or removed from the SEND/Additional Needs Register as and when is required. No child will be added or removed from the SEND/Additional Needs Register without the input of parents.

Removing a child from the SEN Register:

If it is felt that a child who has been identified as having SEN has met the expected outcomes on their plan and is able to have their needs met and make progress without special educational provision then the class teacher and SENCO, after consultation with the child's parents and any external support services who have been involved with the child, will remove the child from the SEN Register.

When reviewing an EHCP/Statement the Local Authority may cease to maintain it if it determines that the child no longer needs the special educational provision outlined in the EHCP/Statement and that the outcomes specified in the EHCP/Statement have been achieved.

Supporting a child with medical conditions

The Horsell Village School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to our '[Supporting Children with Medical Conditions Policy](#)' for more information.

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care Plan (EHCP) /Statement.

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.

Storing and Managing Information

Every child who has SEN will have their records securely managed within the school's data management system, which ensures that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately, and to be accessible for those authorised to see it.

A parent has the right to see their child's SEN records at any point during their child's time at the school. When a child leaves the school their SEN records will be passed securely to their next educational setting.

Reviewing the SEND Policy

In line with all school policies this SEND policy will be kept under regular review. It is reviewed annually.

Reviewing the school's SEND Information Report:

The SEND Code of Practice 2014 states that schools must publish information on their website about the implementation of the proprietor's policy for children with SEN as set out in the SEND Regulations 2014. It is the responsibility of the SENCO to keep the school's SEND Information Report up-to-date. The provision that the school can offer is reviewed annually in consultation with the Headteacher and governors and any changes occurring during the year are updated as soon as possible.

Useful documents

[https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqIr3vA#:~:text=The%20Profile%20of%20Need%20document,Assessment%20and%20Planning%20\(plan\)](https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqIr3vA#:~:text=The%20Profile%20of%20Need%20document,Assessment%20and%20Planning%20(plan))

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Glossary of SEN Terminology/Acronyms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit/Hyperactivity Disorder

AOT - Autism Outreach Team

Annual Review – The statutory review of a child's Education, Health and Care Plan/Statement. The parent(s)/carer(s), the child/ young person, the school, the

LEA and all the professionals have the opportunity to be involved in this review meeting.

ASD - Autistic Spectrum Disorder. Children who may find it difficult to understand and use non-verbal and verbal communication.

Asperger's syndrome/disorder – An autistic spectrum disorder characterised by significant difficulties in social interaction and non-verbal communication, alongside restricted and repetitive patterns of behaviour and interests.

BDA - The British Dyslexic Association

BS – Behaviour Support - Specialist Teaching Service

CAMHS - Child & Adolescent Mental Health Service

CF - Cystic Fibrosis

CLAPA - Cleft Lip and Palate Association

DCD - Development Co-ordination Difficulty. Also termed Dyspraxia

Disadvantaged Children – Children eligible for free school meals

Dyscalculia - Children having difficulty in acquiring mathematical skills

Dyslexia - Children having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

Dyspraxia - Children with impairment of gross and fine motor skills

EAL - English as an additional Language

EHA – Early Help Assessment (replacing the CAF – Common Assessment Framework).

EHCP – Education, Health and Care Plan. Legally enforceable document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.

EHC Assessment - Multi-disciplinary assessment by the LA of a child's educational need

ECM – Every Child Matters Government Green paper

EP - Educational Psychologist

EWO - Educational Welfare Officer

GDD – Global Development Delay

HI - Hearing Impaired

HLTA - Higher Level Teaching Assistant

Inclusion – Providing a flexible curriculum and increased capacity to meet needs of all children

Integration - Where a child fits into existing school provision and curriculum

LAC – Looked After Child. A child who is in care.

LEA - Local Education Authority

LLS – Learning and Language Support - Specialist Teaching Service.

MD - Muscular Dystrophy

MLD - Moderate Learning Difficulties. Children whose attainments are significantly below expected levels in most areas of the curriculum.

MSI - Multi-Sensory Impairment. Children with complex visual and hearing difficulties.

NASEN - National Association for Special Educational Needs

OT – Occupational Therapy

P Scales - Performance descriptors. A common basis for measuring the progress of children working below age-related expectations.

PD - Physical Disability

PP – Pupil Premium

PMLD - Profound and Multiple Learning Difficulties. Children with complex learning needs and other significant physical difficulties.

PSSS – Physical and Sensory Support Service

RA – Restorative Approaches

SALT - Speech and Language Therapist

SDP – School Development Plan. The result of a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved.

SEMH – Social, Emotional and Mental Health Difficulties

SEN Code of Practice 2014- Statutory guidance to LEAs and the governing bodies of all maintained schools and academies.

SEN - Special Educational Needs

SEN Support – The support given to a child who has been identified as having special educational needs to ensure that they are able to have their needs met, but who does not have an Education, Health and Care Plan/Statement .

SENCO - Special Educational Needs Co-ordinator

SLCN - Speech, Language and Communication Needs

SpLD - Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statement of Special Educational Needs - Legally enforceable document that describes the special educational needs of the child and how these needs will be met. These are being replaced by Early Health Care Plans and will be phased out in Surrey by 2018.

TA - Teaching Assistant

TES - Traveller Educational Service

VI - Visually Impaired

Wave 1 – Quality inclusive teaching which provides differentiation to ensure that the learning needs of all children in the classroom are met.

Wave 2 – Additional time-limited provision in the form of small-group intervention to accelerate progress and enable children to work at age-related expectations.

Wave 3 - Specific targeted approaches for children with SEN.

Working Memory - Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.