



WAVERLEY ABBEY CHURCH OF ENGLAND JUNIOR SCHOOL

Special Educational Needs and Disability Policy

Responsible: Headteacher

Reviewed : Autumn 2020

Next Review: Autumn 2022

INTRODUCTION :

At Waverley Abbey, we believe that **all** our teachers are teachers of children with special educational needs.

It is not unusual for any child to receive additional support in their learning and the support we offer is carried out in a caring and supportive way. We monitor a child's progress carefully and ensure that all relevant adults are involved in the education plan.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice).

VISION:

It is our task as teachers at Waverley Abbey to promote and support our children's learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites challenges and motivates each child, and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

AIMS AND OBJECTIVES:

Aims

At Waverley Abbey; children, regardless of their particular needs, are provided with inclusive teaching and provision which will enable them to make the best possible progress in their development and feel that they are a valued member of the wider community.

- We involve the child when setting targets.
- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- We strive to give children with SEND the support they need.
- We will set ambitious outcomes (educational and other) for children following discussion with the family and the child.
- We work to ensure that all children become confident individuals, who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- We believe that all children learn best with the rest of their class or peer group.
- Our aim is for all children to work independently in class and work cooperatively in group sessions.

Objectives

- To work within the SEND Code of Practice to ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the children and their parents/carers.
- To deliver a programme of training and support for all staff working with children with SEND, that develops our practice within the guidance set out in the SEND Code of Practice.
- The Governing Body and teaching staff strive to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.
- All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

KEY ROLES AND RESPONSIBILITIES:

The Inclusion Leader has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Statements or Education, Health and Care Plans (EHCPs). Part of the role of the Inclusion Leader to co-ordinate arrangements with the class teacher regarding those children with SEND.

Inclusion Leader: Hannah Ashford

Contact details: senco@waverley-abbey.surrey.sch.uk

01252 782321

Staff in school with specific roles

SEND Governor – Sandy Clarke and Harriet Chubb

Designated Teacher for Safeguarding and Looked After Children (LAC) – Hannah Ashford

Lead for Behaviour and Welfare: Hannah Ashford

Home School Link Worker: Emma Lawrence

ELSA (Emotional Literacy Support Assistant): Maria Lodge

Staff expertise/training and development

Teachers and Learning Support Assistant attend training courses and conferences (as required) regarding how to identify and support children with a variety of additional needs. The school Inclusion leader provides regular training for school staff.

Role of the Governing Body

It is the statutory duty of the Governors to ensure that the school follows their responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice. The Governor with particular responsibility for SEND is Sandy Clarke and Harriet Chubb.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in provision plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need and quality of teaching of children with SEN
- Success of early intervention
- Academic progress and development of children with SEN
- Improved behaviour of the children, where this is appropriate
- Attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Admission and Inclusion:

All the teachers in the school are teachers of children with Special Educational Needs. As such Waverley Abbey Junior School adopt a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. This includes a commitment to Quality First teaching that effectively meets the learning and development needs of all children, recognising each child is unique and different. Inclusive teaching at Waverley Abbey Junior School involves the removal of barriers to learning by creating an enabling learning environment that supports all learners, differentiated teaching including the use of appropriate access strategies, care for children's emotional and social development and high expectations for all children.

The progress of all children, including those with SEND, is carefully monitored by the Senior Leadership Team and teaching staff to enable early identification of any barriers and to ensure children fulfil their potential.

The staff at Waverley Abbey are committed to identifying and providing for the needs of all children in a wholly inclusive environment. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Access to the Curriculum

The Curriculum will be made available for all children, including those with SEND. Where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for children with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the children's' SEND, the action taken and the outcomes.

There will be flexible grouping of children so that learning needs may be met in individual, small grouping or whole class contexts. The curriculum will be differentiated to meet the needs of individual children; teaching styles and flexible groups will reflect this approach. Where children require specific resources or teaching strategies to access learning, teachers (with support from the SENCO and outside professionals) will ensure that these are available and used effectively.

Schemes of work and approaches to teaching and learning for children, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils, who have marked learning difficulties.

Adopting a graduated response

When a child fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy skills; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

Following assessment, the school will initiate a time bonded plan of action. This includes mapping the provision for children with SEND and creating an Individual Pupil Plan for that child detailing appropriate interventions, such as:

- Classroom organisation and management;
- In-class support by teacher/LSA;
- Small group work;
- Home/school learning;
- Behaviour support programmes;
- Use of specialist equipment;
- Alternative teaching strategies;
- Visual supports and aids;
- Support materials e.g. Numicon;
- Specific intervention programmes such as Power of Two;
- Emotional Literacy groups;
- Play Therapy
- 1:1 interventions e.g. Phonics.

The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in a SEND Support Arrangement plan. Parents and child will be involved in developing the plan through regular termly meetings. Where there are outside agencies and professionals involved this takes the form of a Team Around the Child Meeting (TAC) or Team Around the Family Meeting (TAF).

The plan will also set out review arrangements:

If it is necessary, where a child has complex needs and there are multiple agencies involved in a child's care and education, the school, in discussion with parents and other agencies may initiate a CAF (Common Assessment Framework) to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment and observation, standardised tests, Key Stage attainment tests. Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Waverley Abbey : A Graduated Response:

School Offer

All children enter our school with an entitlement to a broad and balanced curriculum as can be seen at "Graduated Approach 2020" which can be found under the SEND tab on our website. If your child needs additional support they may be entered onto the SEND Register when the child will access some of the support at "SEND and Specialist SEND Support" level.

SEND Register

The school keeps a register of children who have special educational needs and/or disabilities. This is a way of formalising the additional support that is needed in school and helps us enlist the support of outside agencies e.g. Speech and Language Therapy, Educational Psychology when required.

Children on the SEND Register are in one of two categories:

SEND Support Children who need help that is additional to and different from the rest of the class will be entered on to our Special Educational Needs and Disability (SEND) Register. These children are then described as receiving "SEND Support."

Children can have very different needs from one another and so each child will be given the support that is right for their needs. This will mean that some children require a lot of support whereas others may not need as much e.g. one child might need an adult to help in maths and literacy whereas another child might need a physiotherapy programme for 10 minutes per day.

Education, Health and Care Plan (EHCP) In a few cases, it might be that problems persist and additional support is needed to address more complex needs. If this happens, we work with the child, family and all relevant agencies (such as Educational Psychology, Speech and Language Therapy etc) to find out what is going well and what might be getting in the way of progress. We then may need to go further and request an Education Health and Care Plan (EHCP) which will help to fund additional support for the child. The intention throughout this process is that the child and family are at the centre of this Plan and so the family will work closely with key professionals.

A child's name will be included on the SEND Register for the following reasons:

- The child has communication and/or interaction difficulties, and continues to make little or no progress;
- The child makes little or no progress, despite teaching approaches that are targeted towards a child's identified area of weakness;
- The child shows signs of difficulty in developing literacy, language or mathematics skills which result in poor attainment in some curriculum areas;
- The child presents persistent emotional or behavioural difficulties which are as a result of other difficulties e.g. social problems, limited communication skills etc;
- The child has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist provision.

What does additional support mean? SEND support can take many forms. This could include:

- a special learning programme or intervention for a child e.g. Social skills group
- extra help from a teacher or a Learning Support Assistant;
- making or changing materials and equipment;
- working with a child in a small group;
- observing a child in class or at break and keeping records;
- helping a child to take part in the class activities;
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult;
- helping other children to work with a child, or play with them at break time;
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Use of outside agencies

These agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's Individual Provision Map (see section below) in order to establish which strategies have already been used and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the individual Provision Map continues to be the responsibility of the class teacher.

Individual Provision Map

When a child has been identified as having a special educational need, the child will be entered onto the SEND Register. The class teacher writes a SEND Support Arrangement Plan (SSA) for the child in consultation with the parent/carer and child. The SSA includes expected outcomes as well as the types of intervention used to support a child's progress. It also shows the targets that a child is working towards and the strategies used. The targets are reviewed frequently throughout the year and, in addition, a progress review is written in the spring and summer terms. Parents are always given a copy of the SSA to keep at home.

Pathway Plan and Education Health and Care Plan (EHCP)

When a child's needs continue to be significant we then start to complete the Surrey Pathway Plan. This documentation provides a picture of the child and ensures that their voice and that of their family is heard and represented in the plan. It includes the One Page Profile as well as information about the family and their aspirations, assessment information and details about the child's special educational needs.

After agreement with everyone involved that an EHCP request should be made, the completed Pathway Plan and Request for an EHCP assessment will be sent to Surrey for consideration. For further information about the process please see page 3 of the EHCP Process Guidance on Surrey's local offer website ([information/SEND resources/EHCPs](#)).

Assess, Plan, Do, and Review

We use a four stage cycle, known as the 'Graduated approach'. This enables us to be able to continually assess the child's needs, plan the provision, allow time to do the interventions and then review the progress being made.

SEND Information Report

Surrey requires all of its schools to answer a list of frequently asked questions regarding their provision for special educational needs and disability. These questions have been answered in the school's SEND Information Report which can be found under the SEND tab on our website.

Supporting pupils with medical conditions

At Waverley Abbey 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.

Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010. For further information please see our Equality policy which can be found on our website.

Resources

The principles which guide the governing body in allocating resources are recommendations from the Senior Management Team including the Inclusion Manager/SENCO and School Business Manager and priorities identified in the School Improvement Plan.

Parent Participation:

The school will actively seek the involvement of parents in the education of their children. We recognise that parents know their children best and are their first educators. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. The school will work to ensure that children are fully aware of their own needs and the targets in their plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Arrangements for the Treatment of Complaints:

Please refer to the school Complaints Policy.

Relationship to other policies:

This policy should be read in conjunction with the following policies:

- Teaching and learning
- Equality
- Assessment
- Behaviour
- Anti - bullying

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY:

We use the definition for SEN and for disability from the SEND Code of Practice. These 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 of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England."

Disability: "Many children and young people who have 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'."

AREAS OF NEED:

In each of the sections below the broad areas of need are described and these have been summarised clearly in the SEND Code of Practice. In each section we have referenced the paragraphs from the SEND Code of Practice.

Communication and interaction:

6.28 'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with 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.'

Cognition and learning:

6.30 'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of

needs, including moderate learning difficulties (MLD), 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.

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

Social, emotional and mental health:

6.32 'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical:

6.34 '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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'