



# SEND POLICY

## Special Educational Needs and Disabilities Policy

Approved on:	5 <sup>th</sup> December 2023
Staff:	SENDCo
Notes:	Statutory
Review Cycle:	Annual
<b>Next Review Date:</b>	<b>Autumn 2024</b>

**Headteacher: Mrs Kate Collins**

a member of



Learning Partners  
academy trust

## INTRODUCTION

At Sandfield Primary School, we believe that our teachers are teachers of children with special educational needs.

It is not unusual for a 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 support plan.

This policy should be read in conjunction with Sandfield Primary School's SEND Information report which complies with Section 69(2) of the Children and Families Act 2014 and with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2015. This policy also complies with the statutory requirement laid out in the [Special Educational Needs and Disability Code of Practice: 0-25 years](#) (SEND Code of Practice).

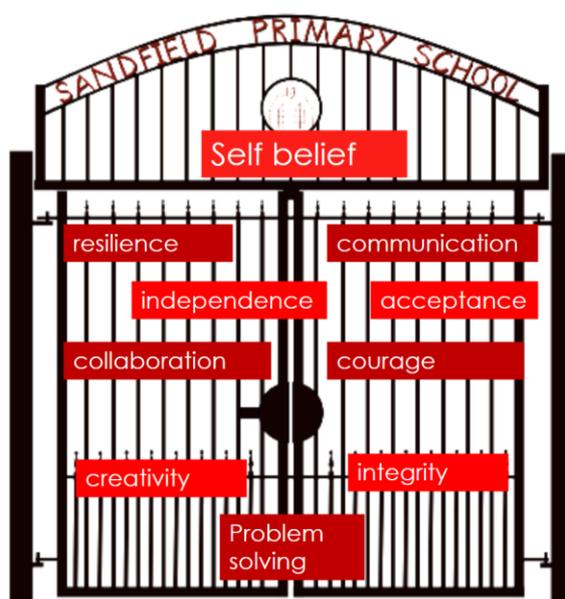
## SCHOOL VISION AND AIMS

At Sandfield Primary School, our vision is to become innovators in the use of technology that will fuel creativity, deepen collaboration and to close the achievement gap between our more disadvantaged pupils and all our pupils. We will develop our skills in the use of technology in the classroom to make learning personal and to ensure that when they move to the next stage of their education, our pupils are fully equipped to become the leaders of tomorrow.

Our vision and aims will be the foundation for the future of the school and allow us to ensure the pupils get the enriched and challenging experience they all deserve. As a whole school community we will promote, develop, educate and reflect on our vision and aims on a regular basis to make sure we are successful.

## OUR CURRICULUM

At Sandfield Primary School, we have a curriculum based on skills and knowledge, our main driver being "Self-Belief". We promote other skills which build on children's self-belief including Acceptance, Collaboration, Communication, Courage, Creativity, Independence, Integrity, Problem solving and Resilience.



## AIMS AND OBJECTIVES

### Aims

At Sandfield Primary School all children, regardless of their 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 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 life skills) for children following discussion with the family and the child.
- We want all children to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- 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.
- We strive to ensure a high level of staff expertise to meet every child's needs, through well-targeted continuing professional development.
- We work with outside agencies to ensure there is a multi-professional approach to meeting the needs of children with SEND.

### 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.

## KEY ROLES AND RESPONSIBILITIES

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) 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 Education, Health and Care Plans (EHCPs). Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those children with SEND.

### **The SENDCo**

The SENDCo is Mrs Laura Kennedy. Mrs Kennedy is a member of the Senior Leadership Team and gained the National Award for SEN Coordination in Autumn 2019.

Contact details:

- Email - [laura.kennedy@sandfield.surrey.sch.uk](mailto:laura.kennedy@sandfield.surrey.sch.uk) or [reception@sandfield.surrey.sch.uk](mailto:reception@sandfield.surrey.sch.uk)
- Telephone - 01483 566586

The SENDCo will:

- Work with headteacher and the SEND governor to determine the strategic development of the SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the Surrey graduated approach to providing SEND support  
<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision#panel-6>
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **SEND Governors**

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 SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board 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 will:

- Work with the SENDCo and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class Teachers**

Every class teacher is responsible for:

- 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 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

### **Other Key Roles:**

- Designated Safeguarding Lead – Kate Collins
- Designated Teacher for Safeguarding and Looked After Children (LAC)/ Previously Looked After Children (PLAC) – Claire Mcillroy
- Designated Teacher for Safeguarding and Home School Link Worker – Lucy Lidstrom
- Learning Support Assistants

### **Staff expertise/ training and development**

Over the course of a year many of our teachers and teaching assistants attend training courses and conferences regarding how to identify and support children with a variety of additional needs.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

We use the definition for SEN and for disability from the SEND Code of Practice which 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 habilitation 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.'

## WHAT WE DO AT SANDFIELD PRIMARY SCHOOL

### School Offer

All children enter our school with an entitlement to a broad and balanced curriculum as can be seen at “Wave 1” on our document called Provision map which can be found under the SEND tab on our website <https://sandfield.surrey.sch.uk/send-surrey/>. If your child needs additional support, they may be entered onto the SEND Register and will be offered some of the support at “Waves 2 or 3”.

Our teaching staff and inclusion team will inform parents if there are concerns about special education needs and/ or disabilities. The SENDCo works closely with teachers and has a monitoring list of those children.

### SEND Register

The school keeps a register of children who have special educational needs and/or disabilities. This is a way of recording 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. They will also have support when transitioning to secondary school and other key transitions.

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

#### 1. SEND Support

Children 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” and the decision about the support they receive will be led by the SENDCo, in consultation with the class teacher and parents or carers. Children can have very different needs from one another and so each child will be given different support. 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 whereas another child might need fine motor skills intervention for 5 minutes per day.

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 need;
- 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 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;
- extra help from a teacher or a teaching 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;

When a child's needs continue to be significant, we complete the Surrey SEND Support Arrangements. 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.

## **2. 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) needs assessment to be submitted to the Local Authority (LA) 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 process and will work closely with the key professionals.

After agreement with all the people involved that an EHCP request should be made, the completed SEND Support Arrangements and Request for an EHCP assessment will be sent to Surrey for consideration. Further information can be found on the 'Surrey Local Offer' website:

<https://www.surreylocaloffer.org.uk/>.

## **Use of outside agencies**

Sandfield Pastoral and Inclusion team members work with several outside agencies including Freemantles School Outreach, Educational Psychology and Surrey Specialist Teaching Team. These agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will work with the child, family, class teacher and SENDCo to ensure strategies and targets are relevant.

## **One Page Profile and Targets**

When a child has been identified as having a special educational need, the child will be entered onto the SEND Register with parents or carers involvement. To understand the parents'/carers' views and the child's views relating to their special educational needs, our teachers and teaching assistants work with parents/carers and the child to complete a One Page Profile.

Targets will also be discussed and agreed by the class teacher as well as parents or carers and child.

These documents help gather helpful information about your child to share with the adults involved with them.

## **Assess, Plan, Do, 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 complete the interventions and then review the progress being made.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEN(D) register (after parents or carers are consulted).

## **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 Sandfield Primary School 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 under the SEND tab on our website.

## **Storing and managing information**

The Inclusion and Pastoral team keep records of pupils with special educational needs and disabilities. These are shared with outside agencies, with parental or carer permission, and transferred to the next educational setting with consideration of the General Data Protection Regulation (GDPR).

## **Child Protection and Safeguarding**

Children with special needs may have different understandings of sexualised behaviour and may therefore be more vulnerable than their peers. We recognise this and will work with parents or carers if needed to safeguard the vulnerable.

If you would like further information on Child Protection and Safeguarding, please refer to Sandfield's Child Protection & Safeguarding Policy.

## **CONCERNS OR COMPLAINTS**

If a parent/carer wishes to discuss their child's special educational needs or they are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The class teacher
- The SEN(D)CO
- The Headteacher

For complaints, please follow our procedure – 'Complaints' which can be found on our website under 'Information', 'Policies and Procedures'.

## **USEFUL WEBSITES**

Sandfield Primary School – <https://www.sandfield.surrey.sch.uk/about-us/send>. SEND Information Report, Provision Map and Accessibility Plan are included.

Surrey's Local Offer Website - [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk). Information about Surrey's Local Offer which includes other agencies who provide a service.

Equality Act 2010 - [www.gov.uk/equality-act-2010-guidance](http://www.gov.uk/equality-act-2010-guidance)

SEND Advice Surrey – [www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk). Provides impartial, confidential and free support to empower parents, children and young people.

Guide to the General Data Protection Regulation - <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Paper copies of many of the documents mentioned in this policy can be requested from the SEND team.

## POLICY DEVELOPMENT AND REVIEW

Legislation and guidance	<p>This policy is based on the statutory <a href="#">Special Educational Needs and Disability Code of Practice: 0-25 years</a> (SEND Code of Practice 2015) and the following legislation:</p> <ul style="list-style-type: none"><li>● Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities</li><li>● The Special Educational Needs and Disabilities Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report</li></ul> <p>This policy also complies with our funding agreement and articles of association.</p>
How it was shared with stakeholders	Available on our website and from the school office or SEN(D)CO.
Next review date	Autumn 2023