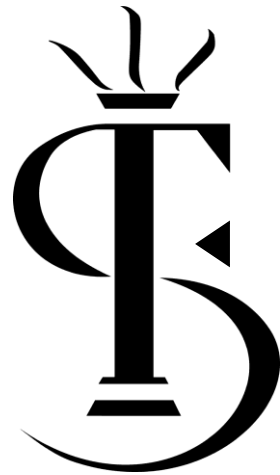


SOUTH FARNHAM SCHOOL

The Continual Pursuit of Excellence



SEND

POLICY



**SOUTH FARNHAM EDUCATIONAL TRUST
SOUTH FARNHAM SCHOOL**

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Responsibility for Document:	HT/SENCO/T&L
Approved Date:	T&L: Spring 2022
Review Date:	T&L: Spring 2023

Please also refer to the school's Teaching for Learning Policy, Assessment Policy, Gifted and Talented Policy, Behaviour Policy, Anti-bullying Policy, Equality Policy and individual subject curriculum guidance.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Children with special educational needs and disabilities (SEND) also face additional risks online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.

Introduction

This is a statement of the aims, principles and strategies related to Special Educational Needs and Disability and it is designed to ensure full entitlement to the educational provision within the school. It was developed through a process of consultation with teaching staff and Governors. The Policy will be reviewed annually.

The Special Educational Needs and Disability Policy at South Farnham School has due regard to the Code of Practice (2014) which emphasises that the vision for children with special educational, mental health needs and disabilities should be the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

At our school we use the definition for SEND from the SEND Code of Practice (2014).

This states:

SEN:

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 him or her and/or has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational 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 substantially adverse effect on their ability to carry out normal day to day activities.”

SENCO

The SENCO has day to day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Role of the SENCO (Special Educational Needs Co-ordinator)

The SENCO plays a crucial role in the school's SEN provision.

Responsibilities include:

- Working with the Head Teacher and Governing Body to oversee the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN to ensure wellbeing
- Helping to establish individual education plans (IEPs) in line with the Code of practice. Developing, managing and reviewing Provision (Provision Management)
- Liaising with and giving advice to colleagues
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents / carers
- Making a contribution to INSET
- Keeping the Head Teacher and Governing Body informed of developments as and when necessary
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Liaising with external agencies, Health and Social Services, and voluntary bodies.
- Liaising with SEND governor
- Liaising with secondary schools
- Overseeing staff development on relevant SEN courses
- Liaison with HSLW

Senior Leadership and Extended Learning Team

SENCo: Miss Sarah Pearce
Miss Esther Whitbourn Headteacher
Miss Naomi Wagner
Mrs Jessica Abdul-Salam
Miss Lucy Allan
Mr Stephen Daniell
Mrs Rosemary Jones
Mr Daniel Strachan
Mrs Caroline Young
Mrs Brigid Walters

Governors with Special Needs Responsibility: Curriculum team: Mrs G Kendall

Sir Andrew Carter – CEO, is responsible for managing the Pupil Premium and Looked After Children Funding across the Trust.

Names of designated teachers with Safeguarding responsibility can be found in the Safeguarding policy.

Context

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

- Equality Act 2010: advice for schools DfE Feb 2013
- 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 September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards

Aims and Objectives

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

- We expect that all pupils 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 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 on to the next phase of their educational journey and into adulthood.

Objectives

1. The Trust has a clear process for identifying, assessing, planning, providing and reviewing for pupils who have Special Educational Needs and Disabilities with pupils and their parents/carers at the centre.
2. Effective whole school provision management of universal, targeted and specialist support for pupils with Special Educational Needs including mental health and Disabilities is embedded across The Trust.
3. The Trust maintains and updates a programme of training and support for all staff working with pupils with Special Educational Needs including mental health and Disabilities, which develops practice within the guidance set out within the SEND Code of Practice July 2014.

Identification of Needs

The Code of Practice outlines four main areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

PROVISION IS MADE FOR THE FULL RANGE OF PUPILS NEEDS AND ABILITIES BY IDENTIFYING ALL CHILDREN WHO HAVE SPECIAL NEEDS THROUGH THE:

- targets which are implemented, monitored and reviewed on a termly basis
- the devising of individual programmes of work appropriate to the needs of children who have specific needs or are Gifted and Talented
- the provision of extra support through the planning and delivery of differentiated activities, through Focus Groups, personalized learning and through in class support
- Action to make the Curriculum accessible through differentiation, homework, resources, teaching and pastoral support
- keeping parents fully informed of their child's progress and involving them in activities at home to support their child's learning through any intervention programmes

- enlisting the help of outside agencies when necessary, following consultation with parents and the Surrey Multi-professional Team, Health Care professionals
- celebrating individual success by emphasising the importance of children achieving their fullest potential
- planned use of appropriate technological support

Many children at some time experience a mental health or learning difficulty and as a consequence may show some of the following characteristics – generally the number of them shown by a particular child is in proportion to the severity of the learning difficulty. The majority of children with learning difficulties:-

- take relatively longer to achieve mastery of any specific learning goal
- assimilate relatively little at any point in time from conventional teaching
- need many more repetitions of new learning before it is successfully retained
- need much more practice than others to enable learning to be generalized to new but related situations
- lose confidence with subsequent fall of effort— “If I don’t try, I can’t fail “
- have difficulty in following trains of thought and expressing their thinking in a well sequenced manner
- prolonged experience of failure can produce emotional consequences such as embarrassment which can become more complex with time as confusions become compounded
- may develop emotional / developmental problems. These can include crying, hiding, stealing, school refusal, physical aggression, destruction of materials, swearing

COMMUNICATION AND INTERACTION

(Speech, Language and Communication / Autistic Spectrum Disorder)

Children with significant communication and interaction difficulties will be identified before school age or early in their school career. The impact of such difficulties can be considerable affecting learning, socialization mental health and emotional development. Communication and interaction difficulties cover a wide and complex range of impairments that frequently overlap including: Speech Language and Communication

- Developmental Language delay
 - Developmental Language Disorder
 - Phonological/ speech difficulty
 - Receptive Language difficulty
 - Expressive Language difficulty
- Autistic Spectrum Disorders Autistic conditions are now generally regarded as disorders of development linked to neurological factors. Children with significant communication and interaction difficulties generally experience to varying degrees, problems with one or more of three dimensions. This is sometimes described as the triad of impairments, which can affect:
- Social interaction and relationships
 - Social communication and language
 - Social imagination and creative development, with typically restricted and repetitive patterns of chosen behaviour.

These children may require some or all of the following:

- Flexible teaching arrangements
- Help in acquiring, comprehending and using language
- Help in articulation
- Help in acquiring literacy skills
- Help in using augmentative and alternative means of communication
- Help to use different means of communication confidently and competently for a range of purposes, including formal situations
- Help in organizing and co-ordinating oral and written language
- Support to compensate for the impact of a communication difficulty on learning in English as an additional language
- Help in expressing, comprehending and using their own language, where English is not the first language
- Help with social skills to promote wellbeing

BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT

There is a wide spectrum of behaviour that could indicate mental health, emotional or behavioural difficulties in a child.

- Difficulty sitting still, either deliberate or unconscious e.g. fidgeting, tapping, rocking chair, standing up etc.
- Difficulty staying in seat, room or school
- Difficulty with focus, concentration and persistence of task e.g. delay starting task, starting or stopping task, abandoning task, creating disturbances or easily distracted by disturbances, silently failing to follow instructions or do work – signs of withdrawn behaviour which will affect focus
- Difficulty maintaining appropriate verbal level e.g. chatting too much, calling out, making noises, verbal abuse, refusal to speak or communicate
- Difficulty with aggressive / destructive behaviour e.g. physically hurting self / peers / teacher, losing temper often, stealing, lying, boasting about unreal events, insolence, fighting, defacing work or property, bullying
- Difficulty with relationships e.g. may be clingy, manipulative, always at odds with everyone, isolated from others through choice or due to being unpopular or feared
- Difficulty with low self-esteem e.g. refer to themselves in a negative way ; refuse to take risks; show an inability to be flexible or an over dependence on following instructions literally due to fear of failure or over expectation of parents or teacher; repeat inappropriate strategies; blend into the background; are unassertive
- Difficulty with compensatory behaviour that enables them to cope in the short term but may be counter-productive in the long term e.g. compulsive / obsessive behaviour / touching things repeatedly to give security; facial or bodily tics / involuntary twitching which can even become painful; excessive crying, withdrawal and / or refusal to communicate with adults and / or peers. There may be other physical symptoms such as frequent tummy aches etc. Children with ADHD, communication disorders such as autism and those who have been bereaved may also show signs listed above but may need different management strategies.

Throughout The Trust 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 individual. This in turn will lead to the setting out of the arrangements we will put in place to address those needs (whole school provision maps).

A Graduated Approach to SEN Support

Quality First Teaching

- a) Any pupils who are not making the expected progress in line with National expectations will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to identify the possible barriers to learning.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progress and will work closely with the SENCO to monitor the assessment, provision and outcomes for each individual.
- d) Through rigorous monitoring and observation the level of provision for the child will be decided.
- e) Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents.

The progress of and outcomes of pupils are monitored through teacher assessment, school based summative assessment and diagnostic assessment.

Additional intervention and support cannot compensate for a lack of good quality teaching. All teaching at Wave One is consistently good but more often outstanding.

The Trust regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement by School Effectiveness Monitoring on a weekly basis.

INSET and training is provided to develop teachers' understanding and repertoire of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.

The Trust will decide whether to make special educational provision by:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes and any specific assessments

When a higher level of need is identified we work in partnership with other specialist professional and agencies, for example, Education Psychologists, Physical Sensory Support and Learning and Language Support to review targets and provide appropriate provision.

Special Educational Needs Support

Where it is determined that a pupil has a special educational need, parents will be informed and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

'In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs' (6.45 COP)

The Trust will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their

peers and national expectations. We will listen to the views and experiences of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals, for example, Educational Psychologists and from health and social services where appropriate.

Plan

‘Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, mental health development or behaviour, along with a clear date for review’ (6.48 COP)

Where SEN support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with him or her using child friendly language. All staff who are working with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do

‘The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class in further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support’ (6.52 COP).

The class teacher is responsible for working with the pupil on a daily basis; they will also liaise closely with teaching assistants or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advise for the teacher.

Review

‘The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date.’ (6.53 COP)

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an Education Health Care Plan the Local Authority must review the plan at least annually.

Staff Development and Partnership

The SENCO will update staff and governors, with reference to the SEN Code of Practice and SEND Policy, at staff meetings and via the SEN Governor to governor’s meetings

- The SENCO will liaise with class teachers re: children on the SEN register in their class - observing children’s performance in class and giving advice.
- The Educational Psychology Service can provide in service training for staff as required/requested.
- SEN staff and Year 6 staff will meet in the term prior to the year 6 SAT’s tests to identify those children who will need special treatment, identify the resources needed and apply to vary the timing of the tests if applicable.

The Role of the Governing Body

The Governing Body will ensure that a member has responsibility for SEN who will ensure that provision of a high standard is made for SEN pupils and who will be fully involved in developing and reviewing SEN policy to include mental health and wellbeing. The SENCO will liaise with the governor for special needs at least once a term.

The Role of the Class Teacher

The SEN Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school’s procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop, manage and review targets for SEN pupils.

- Working with SEN pupils on a daily basis to deliver the individual programme set out in the individual plan.
- Developing constructive relationships with parents/carers
- Reading and adhering to the school's SEN policy
- To attend relevant training courses.

It is the class teacher's responsibility to plan and show in their records the form of intervention / support for the child and the resources that are available for the lesson and communicate that to the Teaching Assistant. A class teacher may have an Teaching Assistant in identified lessons to work with a group of children at Action or Action Plus and the same planning arrangement should be applied.

Teaching Assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of personal targets
- Contributing to the development of resources for pupils with SEN
- Attending meetings as directed by the SENCO
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher
- Meeting with the class teacher daily to discuss planning.

Links with External Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils SEND policy.

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

- Educational psychologists
- Medical Personnel
- Speech therapists
- Physiotherapists
- Occupational Therapists
- Physical and Sensory Support Service
- REMA
- Social Services
- Outreach services from specialist units e.g. Freemantles ASD school
- Child and Mental Health Service

PARTNERSHIPS WITH PARENTS and CHILDREN

Parent Involvement

The School firmly believes in developing a strong partnership with parents and that this will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Early identification of a need is helped with parents and teachers sharing concerns about a child's progress. Often their unique knowledge of their child can help pinpoint areas of strength that can be exploited in planning a learning programme.

Parental co-operation in supporting the school's work and supplementing it at home can make an enormous difference to the child's progress and mental health. It gives the child a great sense of security and further aids the development of skills and concepts.

Within the structure of the Code of Practice, the parents are formally invited to come and discuss shared concerns about their child and their child's targets and to set measurable objectives to be achieved in a given time span. Through the whole process, parents are kept informed and progress is reviewed. If it is decided that the child needs provision in addition to what can normally be provided, parents will be guided through the formal stages of obtaining an Education, Health and Care Plan.

Pupils will play an active role in the process. They will be involved in identifying areas of their learning which they wish to develop and agreed targets will be written in child friendly language, shared and reviewed with the individual.

SEN PROVISION

WHAT DOES ADDITIONAL SUPPORT MEAN?

SEN Support can take many forms. This could include:

- A special learning programme for your child
- Additional help from a teacher or Teaching Assistants

- Making or changing materials, equipment and resources
- Working with your child in small groups
- Observing your child in class or at break and keeping records
- Helping your child to take part in class activities or wellbeing activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Support your child in social situations including break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

MANAGING THE NEEDS OF PUPILS ON THE SEN REGISTER

There is a robust system of tracking and monitoring all pupils within the school alongside this children with SEND are treated as individuals and will have learning designed to meet their specific needs which is tracked and assessed using an individual provision map.

The class teacher is primarily responsible for the education of pupils within the class however where concerns are raised over an individual's progress support will be provided by the SENCO and specialist teachers. Individual targets will be reviewed as part of the 'Assess, Plan, Do, Review' cycle by class teacher, SENCO and in liaison with parents on a termly basis or more frequently if required.

Provision is recorded, monitored and reviewed using individual, class and whole school provision maps these systems encompass the monitoring of progress made over an agreed period of time.

SUPPORTING PARENTS/CARERS AND YOUNG PEOPLE

Signposting

The SEND information report which details the school's local offer, Wave One quality first teaching document can be found on the school's website.

Parents, carers and young people may wish to access Surrey's Local Offer, which can be found at www.surreycc.gov.uk/our-local-offer

There is a robust process for transition between classes, key stages and to other schools.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. You may wish to contact Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs (susan.lynn@surreycc.gov.uk)

REVIEWING THE SEND POLICY

In line with all school policies the SEND policy will be kept under regular review by the Governing Body.

It will next be reviewed in March 2018.

Evaluating the Success of the SEN Policy

- Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:
- ½ termly pupil progress meetings with each class teacher which the SENCO attends
- The content of the policy and whether it matches existing practice
- The number of pupils within the SEN structure
- The movement of pupils in and out of the SEN support structure
- Use of standardised tests and improvement of scores over a period of a term/ a year
- Consideration of each pupil's success in meeting targets
- Evidence generated from review meetings
- Improvement in National Curriculum achievement
- The development of confidence and self-esteem by SEN pupils
- Improvement in communication skills
- Parents are fully informed and involved in the progress of their child
- Pupils are well informed (where appropriate) and involved in the progress of their learning.

COMMENTS, COMPLEMENTS AND COMPLAINTS

Please refer to the School's relevant policy.

Parents can always contact Parents Partnership and Local Authority services should they required any further support or assistance.

Appendix 1: Related Policies

- Inclusion
- Safeguarding
- Child Protection Policy
- Behavior policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Assessment and Reporting Policy
- Marking and Feedback Policy
- Accessibility Plan

Appendix 2: Key Documentation

You may find the following documents useful to allow you to make informed decisions.

- Special educational needs and disability code of practice: 0-25 years
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-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: www.surreycc.gov.uk/our-local-offer

Appendix 3: Abbreviations

SEN Special Educational Needs
SENCO Special Needs Co-ordinator
SALT Speech and Language Therapist
EAL English as an Additional Language
EHCP Education Health and Care Plan
SSA Send Support Arrangement
SSA Send Support Arrangement Plan
LA Local Authority
NC National Curriculum
EP Educational Psychologist
LLSS Learning and Language Support Service
INSET In Service Training
CELF Clinical Evaluation of Language Fundamentals
HSLW Home School Link Worker
CAMHS Child and Mental Health Service
PSSS Physical and Sensory Support Service
PD Physical Difficulties
EWO Educational Welfare Officer
STS Specialist Teachers Service