



# BUSBRIDGE CE (Aided) JUNIOR SCHOOL

## SEND Policy



<b>Governors' Committee Responsible:</b>	Children and Learning
<b>Governor Lead:</b>	Sonia Alder
<b>Nominated Lead Member of Staff:</b>	Richard Catchpole
<b>SENCO:</b>	Rachel Barker
<b>Status &amp; Review Cycle:</b>	Statutory, Annual
<b>Last reviewed:</b>	October 2020
<b>Last approved by Governing Body:</b>	October 2020
<b>Next Review Date:</b>	October 2021

### Vision/ethos statement

Busbridge C of E Junior School respects the unique contribution that every individual can make to the community and seeks to place this contribution within a clear structure, which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Busbridge Junior School, every teacher is a teacher of every pupil, including those with SEND.

**Covid 19 Update: Following the return to school of all children in September 2020, our children will still receive the level of support that they require but we may need to make reasonable adjustments to our provision. These may include online meetings between school staff and parents as opposed to face to face, online training for staff or other necessary measures. Despite this our core principles and policy remain the same.**

### Definition of SEND

Busbridge Junior School uses the definition for SEND and disability from the SEND Code of Practice (2014). **This states:**

*SEND: 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 SEND 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 tasks.’*

## **Key Roles and Responsibilities:**

### **SENCO**

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, 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 SEND.

**SENCO Name:** Rachel Barker

**Contact details:** [rbarker@busbridge-junior.surrey.sch.uk](mailto:rbarker@busbridge-junior.surrey.sch.uk)

**SLT Member:** Our SENCO is a member of the school Senior Leadership Team.

### **Staff in school with specific roles**

SEND Governor – Sonia Alder

SEND Learning Support Assistants – Line managed by the SENCO

Designated Safeguarding Lead – Richard Catchpole (Head Teacher)

Deputy Safeguard Lead – Rachel Barker (Deputy Head teacher)

Manager of PP/LAC funding- Rachel Barker

### **Introduction:**

#### **How the policy was put together?**

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014)

#### **How can parents access this policy?**

Parents can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

### **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 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) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **Aims and Objectives:**

### **Aims**

At Busbridge C of E Junior 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**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
- To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEND

### **Identification of Needs:**

SEND is divided into 4 sub-areas.

### **Communication and Interaction**

Children 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.

### **Cognition and Learning**

Support for learning difficulties may be required when children 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), where children are likely to need support in all areas of the curriculum, severe learning difficulties (SLD), where children, where children are likely to need support in all areas of the curriculum and have 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.

### Social, Emotional and Mental Health

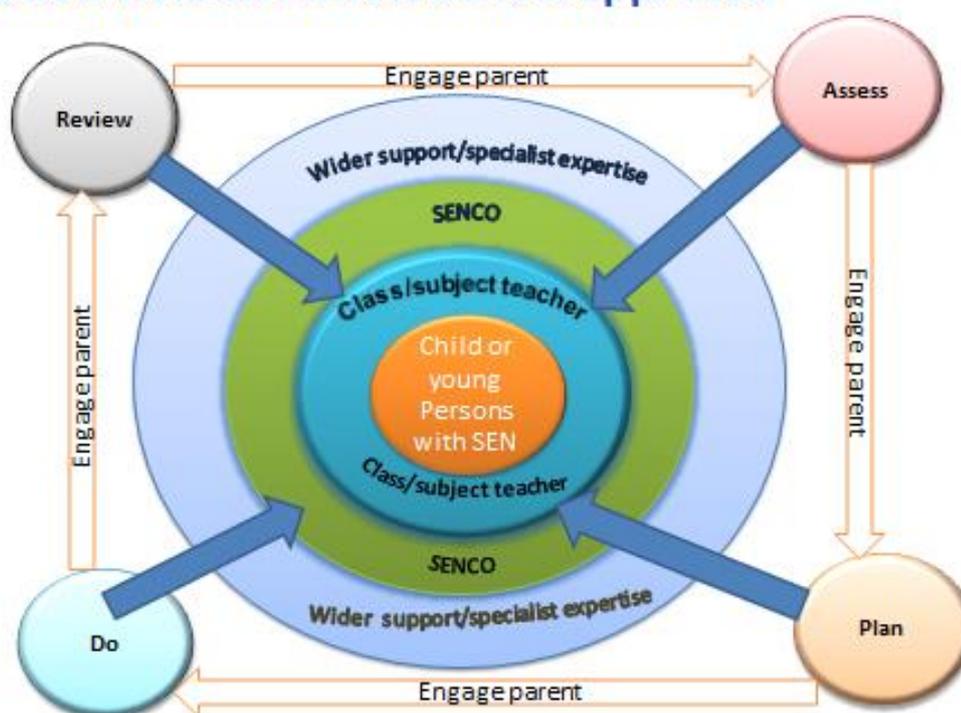
Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such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

### Sensory and/or Physical Needs

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. Many children with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning.

At Busbridge Junior School, we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs

## The new vision: A whole school approach



### Graduated Approach to SEND Support

In our school, the following approaches may be used, often in conjunction with one another, in order to support children with SEND.

- Quality first teaching
- The role of the class teacher will include providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- Monitoring the progress and outcomes for all pupils e.g. pupil tracking system and termly pupil progress meetings
- Careful and regular review of the quality of teaching for all pupils, including those at risk of underachievement.
- The use of INSET and training to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

### **How does the school decide whether to make special educational provision?**

We have rigorous assessment and tracking system in place to ensure that children's attainment and progress is continually monitored. In the first instance, if a teacher has a concern about a child's progress, or any other concern regarding the child's development, an expression of concern form will be completed by the class teacher. This will generate a short intervention process, led by the class teacher, which parents are fully involved in. If there are still concerns at this point, the SENCO will work with the class teacher.

Should SEND be recognised in a child a SEND support arrangements document will be devised and provision management will be put in place to include interventions.

Where pupils have higher levels of need, we will work in partnership with other specialist professionals and agencies to assess e.g. EPs, PSS, REMA and ensure the correct provision is in place.

SEND Support at Busbridge Junior School, follows the cycle of:



### **Assess**

We 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 experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.

## **Plan**

Where SEND 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 her/him using child friendly language. All staff who work 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 or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with LSAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

## **Review**

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 SEND Support.

For pupils with an EHCP the Local Authority must review the plan at least annually.

## **Parents, families, children and young people are involved in this process through-**

Parents/carers will be involved in meeting with the class teacher (at times this may include the SENCO), each term, usually at a Parents Evening, and review the progress made by their child. Pupils may also be involved (depending on age and stage of development) in the process and targets will be written in child friendly language. This is a partnership approach between home and school. Parents can request a meeting at any point in the year, in addition to Parents' Evenings, by contacting the school.

## **SEND Provision:**

### **What does Additional Support mean?**

SEND support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at 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 SEND Register**

Each pupil is an individual and will have a programme to meet their needs.

- The Teachers and Learning Support Assistants with the SENCO advising and guiding, complete provision maps.

- Individual SEND support plans are written in conjunction with the CT/ SENCO /LSAs at termly planning meetings
- The Assess, Plan, Do, Review cycle links into the schedule of parent consultation events in our school and include parents/carers and the pupils, where appropriate.
- Interventions are reviewed between 6 and 12 weeks
- Should we feel that the needs of a pupil are not being met, evidence for the EHCP will include: progress, behaviour/classroom observations, and support from outside specialist agencies.
- Specialist agencies work with children and offer strategies and feedback, which is shared with parents and added to a child's plan.
- The SENCO is responsible for keeping the SEN register up to date.
- The SEND register is reviewed termly, after the SEND Planning Meetings have taken place.
- The level of provision is determined by the individual needs of the child.
- Pupils are removed from the register if their progress indicates that they no longer need the support that their plan provides and their progress is at least in line with their peers.

### **Supporting parents/carers and young people**

Parents/carers and young people can find additional information by:

- Reading the school's SEND Information Report – this is on the school website
- Visiting Surrey's Local Offer website which includes information about other agencies who provide a support
- Reading the school's admission arrangements
- By enquiring about school's transition arrangements between classes, key stages, to other schools, further education, employment and training
- Reading the school's policy on managing the medical conditions of pupils

### **Supporting pupils at school with medical conditions**

Busbridge Junior 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.

Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision.

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](mailto:susan.lynn@surreycc.gov.uk))

### **Monitoring and evaluation of SEN**

The quality of SEND provision is monitored in the following ways:

- We have a designated SEND governor
- SEND funding is monitored and reviewed termly
- The SEND policy is reviewed biannually by governors
- SEND provision is evaluated in school self-evaluation
- Rigorous data analyses means that SEND data is a contributory factor to the whole School Improvement Plan

- Any external audits by Surrey e.g. SEND Monitoring visits by external consultants, the Diocese and OFSTED inspections
- SENCO attends network and confederation meetings

### **Training and development**

As a school, we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

Aspects may include:

- Audit of staff development needs
- In –house INSET and training for staff delivered by the SENCO and others e.g. Surrey specialist teachers, EPs, health professionals,
- Individual staff (teachers and LSAs) have developed specialist areas e.g. communication, literacy interventions through attending training or received input at school from specialists e.g. PSS for pupils with PD, HI and VI or MSI or via programmes from Surrey SEND Teaching School
- Induction led by the SENCO for new staff in school in relation to SEN policy and practice
- The SENCO’s own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience
- The school SENCO undertaking the National SENCO Award

### **Storing and Managing Information**

All SEND information is be securely managed within the school’s own data management system and confidentiality policy:

- Documents are stored in a locked cupboard
- Documentation is stored for seven years after the child has left the school
- Appropriate documentation is transferred when a child leaves the school

### **Comments, compliments and complaints**

Should parents have any comments about SEND provision they should contact the SENCO, Mrs Rachel Barker. Any parental complaints should be dealt with in accordance with the School’s Complaints policy.

**Abbreviations:**

**EP** – Education Psychologist

**PSS** – Physical and Sensory Service

**REMA** - Race, Equality and Minority Achievement

**EHC plan** – Education Health Care Plan

**SLCN**- Speech, Language and Communication Needs

**PP**- Pupil Premium

**SLD** – Severe Learning Difficulties

**PMLD** – Profound, Multiple Learning Difficulties

**MLD** – Moderate Learning Difficulties

**VI** – Visual Impairment

**HI** – Hearing Impairment

**MSI** – Multi- Sensory Impairment

**Appendices -****Appendix 1: Accessibility Plan**

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils, parents/carers, staff and visitors and to implement their plans.

- Schools are required to produce accessibility plans for their individual school
- Accessibility plans should be written under the following headings:
  - Access to the curriculum
  - Access to the environment
  - Access to Information
- The duty is an anticipatory one and means that the school should be looking to identify and remove barriers to learning and increase access as set out in an action plan which should be updated at least every 3 years
- As with the SEND policy you should involve a representative group of disabled pupils, staff and visitors to develop and review the plan in partnership so that it is co-produced

**Access to the school curriculum**

This includes:

- teaching and learning
- resources (books and materials) used in the curriculum
- the wider curriculum of the school including access to and participation in after-school clubs, leisure and cultural activities or school trips and residential trips.

**Access to the physical environment of the school**

This includes:

- plans to develop the physical environment of the school
- painting and demarcation of doors, steps etc.
- installing specialist equipment e.g. sound field systems and enhanced acoustic treatment e.g. ceilings
- disabled toilets, ramps

### **Access to written information**

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils:

- handouts, timetables, textbooks and information about school events
- It should take account of pupils' disabilities and pupils' and parents' preferred formats e.g. enlarged font size for a parent with VI and be made available within a reasonable time frame
- You may need to seek advice from specialist services e.g. regarding a parent who is BSL user via PSS or for a parent with no English via REMA

### **Appendix 2: Related Policies**

You may wish to reference other key school policies which should be personalised and refer to groups of vulnerable pupils in your own school context. These could include:

- Inclusion
- Equality and Single Equality Scheme
- Anti-bullying
- Behaviour
- Child protection and Safeguarding
- Teaching & Learning
- Assessment
- Marking and feedback policy

### **Appendix 3: Key documentation**

The following documents have informed this guidance:

- 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 Local Offer - EHC Plans](#)
- [Equality Act 2010](#)
- [Surrey Local Offer Website](#)