



# St Andrew's Primary School

## Special Educational Needs and Disabilities (SEND) Policy



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Approved by	Headteacher	Date Approved	05/12/2024
Review cycle	1 Year	Date of next review	04/12/2025

## **Introduction**

At St Andrew's Primary School, we are committed to meeting the special educational needs of pupils and ensuring that they make good progress. The Special Educational Needs and Disability policy at St Andrew's Primary School supports the vision of the school: Life in all its fullness.

## **Legislative framework**

St Andrew's Primary School's SEND policy for pupils with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- SEND Code of Practice January 2015
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Education Act 2002

## **Definition of SEN**

The Code of Practice 2015 states that pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is additional to, or different from, high quality teaching in the classroom.

St Andrew's Primary School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area served by the Local Authority
- c) A pupil under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

St Andrew's Primary School refers to the Surrey guidance on Ordinarily Available Provision to inform assessment, planning, support and review of pupils who are identified as having special educational needs.

Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

## **Aims of our policy**

High quality first teaching is that which is adapted to meet the needs of the majority of pupils. Some pupils will need something additional to, and different from, what is provided for the majority of pupils; this is special educational provision and we will use best endeavours to ensure that provision is made for those who need it.

This SEND policy details how St Andrew's Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to access a broad and balanced curriculum and participate in all school activities.

The staff and governors of St Andrew's Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

Every teacher is responsible and accountable for every pupil in their class, whatever their ability or additional need and wherever, or with whoever, the pupils are working. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved – the local authority, school, parents/carers, pupils, children's services and all other agencies.

## **Objectives**

In order to meet the special educational needs of our pupils at St Andrew's Primary School we must:

- identify those children who have SEND as soon as possible
- provide intervention at a suitable level when a pupil is identified as having SEND through applying the Surrey model of Graduated Response : Assess, Plan, Do, Review.
- provide high quality teaching, adapt and scaffold learning and use resources effectively to support pupils with SEND
- regularly assess and keep records of the progress of pupils with SEND
- consult and work with outside agencies who provide specialist support and teaching for pupils with SEND
- inform and involve the parents of pupils with SEND so that we can work together to support our pupils
- encourage active involvement by the pupils themselves in meeting their needs
- provide on-going training for all staff to identify, understand and meet the needs of pupils with SEND

## **Areas of Need**

### **Communication and interaction**

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.

Children and young people with Autistic Spectrum Condition (ASC), 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**

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.

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 difficulties**

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 needs**

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.

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.

### **Roles and Responsibilities**

Rowan Putman is the current Governor with responsibility for SEND at St Andrew's Primary School. She has regular contact with the SENDCO to keep up-to-date with, and monitor, the school's SEND provision. All governors, especially the SEND Governor, will ensure that they are up to date and knowledgeable about the school's SEND provision.

Katy Johnston is the SENDCO and is responsible for the coordination of SEND throughout the school. She works closely with the Leadership Team to ensure the strategic management and implementation of the school's Special Educational Needs and Disabilities Policy. The SENDCO will identify areas for development and contribute to the school's improvement plan.

All teaching and teaching support staff are involved in the implementation of the Special Educational Needs and Disabilities policy. They are responsible for differentiating the curriculum for pupils with special educational needs and disabilities and monitoring progress. All curriculum subject leads review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff are aware of the importance of early identification and of providing for SEND pupils whom they teach.

### **Admission arrangements**

We welcome all children to St Andrew's Primary School and endeavour to ensure that the appropriate provision is made to cater for their needs, in line with the Surrey model of graduated response. Pupils with special educational needs and disabilities will be admitted to St Andrew's Primary School in line with the schools' admissions policy and on an equal basis with all other pupils according to the criteria set out.

The school will work closely with previous settings, parents and professionals to ascertain whether a child has been identified as having special educational needs or disabilities at school targeted support or school specialist support. If the school is alerted to the fact that a child may have a difficulty in learning they will collect all relevant information and plan the appropriate provision.

St Andrew's Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

### **Access for disabled**

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. To ensure access for pupils or parents with disabilities we regularly review our provision and plan ways in which barriers to participation can be overcome (See Accessibility Plan).

### **Resources**

The governors are committed to providing high quality support for pupils with special educational needs and disabilities, in the form of: staffing, training, allocation of resources and engaging with external support. The Leadership Team work together to ensure that there is an effective and efficient use of moneys and that pupils make progress. Pupils with an Education Health and Care Plan (EHCP) are provided with additional funding from their local authority. Where pupils have an Education, Health and Care Plan (EHCP) the SENDCo will use this to identify the areas of need and make appropriate provision.

St Andrew's Primary School is an inclusive school and pupils with SEND spend the majority of time learning with their peers in their classroom. They may be supported in class by a Learning Support Assistant as directed by the class teacher, in coordination with the SENDCo. There are a number of ICT resources available to enable pupils to access the curriculum and pupils have access to laptops as appropriate.

## **Identification, Assessment and Provision**

### **On Entry**

If a child comes to St Andrew's Primary School from another setting, we use evidence that they provide to establish whether or not the child has any special educational needs. Reception class teachers also endeavour to visit all pupils at home, and/or in their Pré-school setting, so they can see them interact and learn in their familiar environment. Through these visits and/or induction meetings we speak to parents about their child to gain a picture of the child, and any special educational needs or disabilities that they may have. Pupils entering Reception are screened using our Language Link programme so that any language delays difficulties that may subsequently impact on literacy acquisition can be highlighted and intervention planned at the earliest stage. In other year groups the class teacher will informally assess the pupil's access to the curriculum and will refer to the SENDCo for further assessment and information gathering if they have any concerns.

### **Parent Referral**

At any time throughout the pupil's time at St Andrew's Primary School parents are encouraged to discuss their concerns with the class teacher. These might be related to academic progress, speech production, behaviours or wellbeing. The class teachers will often discuss parent concerns with the SENDCO in order to seek advice. If necessary, the SENDCO will attend a meeting with the Class Teacher and parent to discuss the pupil's needs and the provision in place to support them.

### **Teacher Referral**

If a class teacher has concerns about a pupil in their class, they can arrange a meeting with the SENDCO to discuss the pupil. At this meeting class teachers may provide evidence to support their concerns such as a piece of writing, assessment levels or a diary of inappropriate behaviour. The SENDCO and class teacher will then use all information available, alongside the Code of Practice and the Surrey Ordinarily Available Provision framework, to identify pupils with SEND and their level of need. A meeting would then be held to discuss this with parents.

A pupil is identified as requiring provision additional to or different from that provided, if, despite receiving high quality first teaching, differentiated learning opportunities and intervention, they:

- Make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of difficulty;
- Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Present with ongoing emotional or behavioural difficulties which are not improved by the behaviour management strategies used in the school;
- Have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment;
- Have communication and /or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.
- Make slow progress in developing literacy and mathematics skills;

- Have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Have SEND, medical or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Have communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning and participation. The SENDCO will further assess the pupil and support for the individual will be discussed and action taken. The SEND Register holds names of pupils identified as having SEND under the category of School SEND Support, Specialist SEND Support and Education, Health and Care Plan (EHCP). For pupils who are placed on the register at School SEND Support, targeted interventions will be put into place and outcomes closely monitored through pupil progress meetings and regular meetings between class teacher and SENDCO. Pupils who are placed on the SEND register at the School Specialist Support level a SEND Support Plan will have a SEND Learning Plan in place incorporating targets and strategies recommended by external specialists.

### **Record Keeping**

- The SENDCO maintains a register of all pupils with special educational needs.
- SEND status and areas of need are recorded in SIMS.
- The whole school provision map records Interventions and provision in place for each pupil, together with termly SEND Learning Plans which focus on individual targets for children with SEND
- Class Teachers produce a Class Profile which outlines the profile of the class according to school focus groups.
- Class teachers retain responsibility for pupils with SEND and are responsible for setting and reviewing termly targets and sharing these with pupils and parents.
- Education, Health and Care Plans are written by the Local Authority in collaboration with parents and the school and electronic and paper copies are held in the pupil's SEN file.

### **SEN Register**

Under the SEN Code of Practice 2015 there is a single early years setting based category and a school based category of SEND Support.

Within this single category of SEND support St Andrew's Primary School will adopt an early intervention response to meeting special educational needs following the Surrey model of Graduated Response. When a pupil is identified as having special educational needs, the school will intervene through an early intervention response of:

1. School SEND Support
2. Specialist SEND Support
3. Education Health and Care Plan

For pupils at Specialist SEND Support who may need an Education Health and Care Plan a SEND Support Arrangements plan will be written which includes a One Page Profile and the views of the parents.

### **Quality First Teaching – Wave 1**

Our whole class learning and teaching ensures the effective inclusion of all pupils in high quality, everyday personalised learning.

This includes:

- Effective planning and lesson design that builds on prior learning
- Clear learning intentions that are shared with the children and referred to regularly
- High levels of pupil involvement and engagement with their learning
- Effective questioning, modelling and explaining by the teacher
- Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Assessment for learning
- A range of teaching styles
- High quality differentiation
- Scaffolding and adapted resources
- Encouragement and authentic praise to engage and motivate pupils
- Reviewing learning and identifying next steps

### **Intervention and School SEND Support – Wave 2**

We have a range of targeted interventions to support those who are making slower progress in a particular area of learning. This may include phonics or times table boosters, additional 1:1 reading sessions and small group pre- and post-teaching.

### **Intervention and School Specialist Support - Wave 3**

We provide a range of specialist interventions for those who require intervention and support additional to and different from our universal provision. These interventions will usually be planned in consultation with external agencies (e.g. Speech and Language Therapy Service, Occupational Therapy Service, Specialist Teachers for Inclusive Practice (STIPS)).

We work with specialist services and agencies for those who require intervention and support additional to, and different from, our universal and targeted provision. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the pupil's progress. In some cases they will provide support for particular activities. External support services play an important part in helping St Andrew's Primary School identify, assess and make provision for children. The triggers for outside agency support could be that despite receiving support within school the pupil:

- Continues to make little, or no progress, in specific areas over a long period;
- Continues working substantially below that expected of pupils of the same age.

Our specialist support includes:

SALT – Mainstream speech and language

Dysphagia SALT - specialist speech and language therapy for swallowing disorders

EP- Educational Psychologist

LLS – Learning and Language Support

REMA - Race Equality and Minority Achievement

BS – Behaviour Support

OT – Occupational Therapy

Physiotherapy

Physical Sensory Support Services (Teachers of the Deaf, Teachers of the Visually Impaired)  
Fordways – Pupil Referral Unit  
CAMHS – Child and Adult Mental Health Service  
Autism Outreach SCS – Surrey Children's Services  
0-19 Team – Health Visitor, School Nurse  
YC – Young Carers

### **Education, Health and Care Plans and Discretionary Funding**

In a very few cases, if a pupil continues to demonstrate significant cause for concern, despite interventions at School through the graduated response of School SEND and Specialist SEND Support, they may require an EHCP needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

A request may be made to the LA for an EHCP assessment, and this will decide the nature of the provision necessary to meet the pupil's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a pupil may be referred straight to EHCP Assessment. Where a request is made the school will provide written evidence to the LA detailing:

#### **One Page Profile**

- SEND Support Arrangements Document
- Evidence of progress reviewed against outcomes
- Costed provision maps
- Supporting Information and evidence of specialist involvement
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- Attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement and consultation with other professionals' e.g. social services, paediatricians.

All EHCPs will be reviewed annually with the review taking place in school. The parents/carers, the pupil and involved professionals including school staff will work together to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made to the EHCP. Pupils are encouraged and supported to attend their review meetings and, with support, give a presentation of their learning and the progress they have made against targets. The outcome of the annual review and supporting documents are shared with the local authority case officer. At the Annual Review in Year 1 and Year 5 the aim should be to give clear recommendations as to the type of provision required at the next key stage.

### **Assess, Plan, Do and Review**

Our approach to SEND support follows a four-part cycle; Assess, Plan, Do, Review.

#### **Assess**

In identifying a pupil as needing SEN support the class teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs and barriers to learning. This assessment is reviewed termly to

ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents will be notified. The teacher and SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. For those identified as needing Specialist SEND Support a SEND Learning Plan will be written and shared with parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group, or one-to-one teaching, away from the main class teacher, they still retain responsibility for the pupil. They work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly. Where a pupil has a SEND Learning Plan, targets are reviewed at least termly. Where a pupil has an Education, Health and Care Plan, this will be reviewed at least annually, with the pupils termly learning plan tracking the short term targets that school are putting in place to ensure the pupil meets their EHCP outcomes.

### **English as an Additional Language**

Pupils whose first language is not English are considered within the context of their home, culture and community. Difficulties with English because it is not the pupil's first or home language is not to be equated with a learning difficulty. However, for pupils who make slow progress it is not assumed that EAL status is the only reason. If a class teacher has concerns, they work with the SENDCO who may also arrange for a First language assessment to be carried out.

### **Curriculum**

The National Curriculum (September 2014) states that 'teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist services, equipment and different approaches.

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty are identified and addressed.

## **Local Offer**

As part of the National Special Educational Needs Reform local authorities are required to publish a 'local offer' which is intended to provide information about provision available to children with special educational needs and/or disabilities in the local area. A link to Surrey's local offer can be found on the school website. <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

## **SEND Information Report**

Our SEND Information Report outlines key information about our SEND policy and procedure and is published annually on the school website.

## **Access to the Full Life of the School**

Club registers are monitored by the Inclusion Team, to ensure that all groups of pupils are included, with many SEND children representing the school in sporting teams.

SEND pupils take an active role in class assemblies and whole school productions and have equal access to school trips. If a child has specific behavioural, social or emotional difficulties, additional arrangements will be put in place to enable them to access the trip or event safely and successfully.

## **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues, then the SENDCO will meet with the parents to discuss the concern. If the issue is not resolved to the parent/carer's satisfaction the Headteachers, SENDCO and parents/carers will meet to discuss the matter further.

If the Headteacher is unable to resolve the difficulty, the parents/carers' concerns should be put in writing to the governor for SEND. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The school will also make provision to inform parents about the Parent Partnerships helpline and how to make representations to the Local Authority.

## **Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training, accessing government and receiving regular updates from the Head and SENDCO.

The SENDCO will keep fully up to date about special educational needs and disabilities issues through attendance at training and meetings. In addition, the SENDCO will develop their skills through attendance at specialist training discussions with outside specialists and reading. Other teaching staff will be kept up to date informally and formally at staff and curriculum meetings, and training and regular consultations with the SENDCO to discuss the pupils in their class.

Teaching support staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This is regularly updated by attendance at INSET, courses and through LSA meetings.

The provision for staff training is reviewed annually and is linked to the School Improvement Plan. During appraisal meetings, all members of staff have the opportunity to identify professional development needs. The SENDCO arranges input at curriculum meetings and INSET days, in accordance with the SIP.

## **Transition**

The SENDCO meets with staff from local secondary schools at transition and the SEND file is passed to receiver schools. The SENDCO will work closely with other secondary schools to prepare for transition. Children with SEND are offered additional transition sessions and begin to build relationships with their support team during the summer term prior to transition.

The SENDCO meets with feeder pre-school settings when a pupil is highlighted as having additional needs prior to starting at St Andrew's Primary School. The SENDCO and new class teacher will go to visit the pupil in their current setting and gather as much information on the pupil's needs as possible prior to the start date to ensure appropriate provision can be put in place straight away.

## **Parents**

At St Andrew's Primary School, we greatly value the role parents play in their child's learning and the impact of parent involvement on pupil progress. When working in partnership with parents, we endeavor to understand the pressures they may be under because of the special educational needs of their child.

We aim to:

- recognise the personal and emotional investment of parents and be aware of their feelings
- focus on the child's strengths as well as areas of additional need
- ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed prior to meetings
- respect the validity of differing perspectives and seek constructive ways of recording different viewpoints
- respect the differing needs parents themselves may have, such as disability or communication barriers
- recognise the need for flexibility in the timing and structure of meetings

Parents can make contact with staff at drop-off and pick-up time, and by requesting a meeting. Parents are notified early of any concerns about their child. Staff communicate regularly with parents about pupil progress and areas of difficulty by phone, email, face-to-face conversations, home-school books.

We work closely with parents of pupils with an EHCP and those on the SEND register at School SEND support, and Specialist SEND support to ensure that they have a good understanding of their child's progress in school and next steps are discussed and agreed in partnership. The SENDCO may attend these termly review meetings with the Class Teacher when necessary.

In the case of an Annual Review for a pupil with an EHCP, all professionals who work with them are invited to submit information and attend the meeting, along with parents, the pupil and a representative from the Local Authority. Minutes of these meetings are kept, and these include parental views. Parents and the SENDCO write EHCP applications and SEND Support Arrangements documents together in a person and family centred approach.

If the school is working with other professionals, such as the Educational Psychologist or a Speech and Language Therapist, meetings with parents to work with these professionals will be scheduled. These could be for the collecting of additional information or to feedback findings.

Parents can contact the SENDCO to arrange a conversation at any time by email or through the school office.

We respect the differing needs of parents such as disability, communication or language barriers. For example, we will try to find a translator for parents whose first language is not English.

### **Review**

This policy is subject to an annual cycle of monitoring, evaluation and review by the SEND governor. The SENDCO, School Leadership Team and Governing body evaluate the effectiveness of the policy against the principles and objectives set out in the policy. The numbers of children placed on the SEND register, and their need and level of need is evaluated and adjusted as necessary each term. The impact of provision is evaluated each term through analysis of assessment data and is adjusted accordingly.