



**HORSELL C of E (A) JUNIOR SCHOOL**

**EVERYONE MATTERS -  
EVERYONE LEARNS**

**SPECIAL EDUCATIONAL NEEDS (SEN) AND  
ACCESSIBILITY POLICY**

Adopted by the School: September 2010

Amended by Mrs Stubbs: January 2015

Approved by the Pupils & Progress sub-committee in January 2015

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Update by Mrs Collett February 2017

Update by Mrs Collett June 2018

Update by Mrs Collet June 2019

Nest review: November 2019

Signed \_\_\_\_\_  
Mrs J Steele  
Head Teacher

Signed \_\_\_\_\_  
Mrs P Stanmore  
Chair of Governors

## Horsell CofE (A) Junior School Special Education Needs (SEN) Policy (2017-18)

- Mrs J Steele (Head teacher) is responsible for managing the Governors' SEN policy
- Mrs F Collett (SENCO) is responsible for day-to-day co-ordination of the policy and is part of the Leadership team representing SEN.
- Mrs F. Khan is the Governor for SEN

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This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (Aug. 2014) and has been written with reference to the following guidance and documents:

- Children and Families ACT-Part 3 (2014)
- Equality Act 2010: advice for school DfE (revised 2014)
- SEND Code of Practice 0-25 (Aug. 2014)
- School SEN Information report regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions (2014)
- The national Curriculum in England KS1 and KS2 Framework document (2013)
- Safeguarding Policy
- Teachers' Standards (2012)

### **OBJECTIVES**

At Horsell Cof E Junior School we believe that all children, regardless of educational need should have equal access to a broad and balanced curriculum.

We aim to:

- Provide equal opportunities for all children regardless of gender, background, race or ability.
- Identify and provide for all pupils who have special educational needs and additional needs as early as possible.
- Provide a differentiated curriculum appropriate to the individual's needs and abilities
- Have effective ways of informing, consulting and supporting parents and carers of SEN pupils.
- Ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- Have a consistent system of assessing, monitoring, reviewing and recording the progress of children with SEN.
- Allocate resources and support as appropriate to meet needs.
- Raise the aspirations of and expectations for all pupils with SEN by focusing on the outcomes for the children.
- Provide support and advice for all staff working with special educational needs pupils.

This policy builds on all other school policies (especially equal opportunities, inclusion, teaching and learning and behaviour) in reinforcing a philosophy of inclusive teaching. We recognise that many pupils have special needs at some time during their school

life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and to take a full part in the life of the school.

### **EVALUATING THE SUCCESS OF OUR SEN POLICY**

The SENCO, in collaboration with the head teacher, is involved in the evaluation of the SEN policy. This includes key points relating to the policy, staffing, numbers of pupils on the code of practice and provision made for those pupils.

Success Criteria:

- Children are identified and placed at an appropriate level of intervention.
- Staffing, resources and budget for SEN is allocated to meet their needs.
- Pathway plans or SEN provision plans are in place with children achieving the majority of their targets.
- Staff approach SEN provision positively and proactively and involve parents and child.

Evidence of success of SEN policy is analysed carefully through:

- Consideration of each pupil's success in meeting their targets.
- Use of standardised tests.
- Evidence generated from children's review meetings.
- Examination of ASP (Analyse School Performance)
- Surrey performance data.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A child has special educational needs if he/she has a learning difficulty that calls for special educational provision to be made.

**A child has special educational needs if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

There are various issues which may impact on a child's progress and attainment but which are *not* considered as SEN e.g.:

- Disability( the Code of practice outlines the 'reasonable adjustment' duty for all settings provided under the Disability Equality legislation- this *alone* does not constitute SEN).
- EAL.
- Health and welfare.
- Behaviour in itself (however, behaviour as an underlying *response to a need* may well be a special need).

### **Special education provision means:**

- Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.
- The staff have due regard for the Special Needs Code of Practice when carrying out duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

### **ROLES AND RESPONSIBILITIES**

#### **The Head teacher's responsibilities include:**

- The day-to-day management of all aspects of the school including the SEN provision.
- Involving all staff and governors in SEN development.
- Establishing and developing the role and responsibilities of the SENCO via job description.
- Working closely with the SENCO to monitor SEN and establish procedures.
- Ensuring that SEN is a whole school responsibility.

The head teacher is able to fulfil these duties via:

- Giving SEN status in the SDP and allocating staff meeting discussion time.
- Supporting staff inset.
- Liaising with Social Services and keeping the SENCO informed.
- Regular meetings either formal or informal with the SENCO.
- Creating non-contact time for SENCO.
- Working with SLT to establish procedures and monitor success of SEN policy.
- Taking the responsibility to make sure that all those likely to teach a pupil with an Education Health Care Plan are told about the statement.

#### **The Governing Body's responsibilities include:**

- In co-operation with the Head teacher determining the school's general policy and approach to provision for children with SEN.
- Establishing appropriate staffing and funding arrangements.
- Publishing information about, and monitoring of, the school's implementation of the SEN policy
- Assigning a link governor for SEN.
- Monitoring documentation through the curriculum subcommittee and link governor.
- Having regard to the Code of Practice when carrying out these responsibilities.

The link governor with responsibilities for SEN is able to fulfil these duties via:

- Consultation with the SENCO about systems and management.
- Keeping up to date and knowledgeable about the schools SEN provision, including how funding, equipment, personnel and equipment are deployed.
- Attending training for SEN Governors.
- Keeping up to date with SEN legislation such as the Code of Practice.

#### **The SENCO's responsibilities include:**

- Working with the head teacher and Governing Body to determine the strategic development of the policy.
- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEN.
- Coordinating the training, deployment and work of teaching assistants when allocated a specific SEN support role.

- Working with TAs and teachers to implement new initiatives appropriate to SEN.
- Overseeing pupils' SEN records.
- Being involved in liaison with parents of pupils who require special educational needs support and above, as appropriate.
- Identifying need and contributing to INSET.
- Liaising with external agencies, LA support services, Health Service, and voluntary bodies.
- Supporting teachers and teaching assistants to identify, assess and meet a range of needs.
- Providing guidance to teachers in writing/implementing EHCP, Pathway and SEND support plans.
- Liaising with feeder schools and Secondary schools.
- Managing the SEN budget.

The SENCO is able to fulfil these duties via:

- Collaboration with the head teacher and Inclusion leader in planning SEN staffing.
- Purchasing SEN resources.
- Review meetings with each teacher at least twice year for discussions/review/plan provision.
- Day to day informal meetings with teaching staff, head teacher and TAs to discuss needs and situations as they arise.
- Leading regular staff meetings/INSET on SEN issues.
- Organising INSET for whole school led by SENCO, external agencies or advisors.
- Raising awareness of SEN issues as appropriate in other staff meetings.
- Attending inset and SENCO meetings on a regular basis and feeding back to staff through staff meetings, review meetings or informal chats.
- Organising and coordinating training for individual teachers or TAs as the needs arise.
- Meetings or training sessions with TAs.
- Discussions and reviews with parents during parent's evenings or as necessary.
- Informing parents about parent partnership services.

#### **The class teacher's responsibilities include:**

'All teachers are teachers of pupils with special educational needs'. (SEN Code of Practice 2014).

- Being aware of the school's procedures for the identification/assessment of/subsequent provision for, SEN pupils.
- Working with the SENCO to collect all available information on the pupil.
- In collaboration with the SENCO, planning action and developing EHCP, Pathway and SEND support plans for SEN pupils.
- Through their planning and use of TAs, implementing the targets and programmes set out in these plans.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy.

The teachers fulfil these duties via:

- Monitoring pupils' progress as part of their normal cycle of assessment, planning and review.
- Comparing pupils' progress against class/national norms through tracking sheets.
- Providing pupils with a differentiated curriculum.
- Removing barriers to learning.
- Ensuring that support plans are implemented and reviewed for all children on the SEN register.
- Allocating time for individual or group support programmes to be carried out.
- Liaising with TAs to plan and review tasks or specific programmes.

- Undertaking appropriate INSET relating to SEN.
- Meeting regularly with the SENCO and informing her of any concerns.
- Attending meetings, reading reports and as far as it is feasible acting on any advice provided by external agencies.
- Listen and share concerns with parents when they arise.
- Reviewing progress of pupils on the SEN register with parents (e.g. during parent consultation).
- Arranging additional review meetings with parents of pupils, particularly where outside agencies are involved, so that targets are reviewed regularly, unless this has been done by SENCO.

### **ADMISSIONS**

All children are admitted to the school according to the school Admissions Criteria. This criteria does not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (CoP 1:33)

No child is refused on the grounds of having SEN unless:

- They have a statement/EHCP specifying certain provision which, with all reasonable adjustments, the school is unable to make.
- Despite all reasonable steps their inclusion is incompatible with the efficient education of other pupils in the school

### **IDENTIFICATION, ASSESSMENT, AND PROVISION**

At Horsell C of E Junior School we adopt a whole-school approach to SEN in both policy and practice. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the NC and are involved in all aspects of school life.

All teachers are responsible for identifying pupils with SEN who may require different or additional support. Early identification of pupils with SEN is our priority. Assessment is the process by which pupils with SEN are identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

The school ascertains pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in the NC is judged against the new national curriculum statements and formative and summative assessment tests as well as end of key stage test.
- Pupil progress in relation to objectives for each year group provided in the new National Curriculum framework document.
- Standardised screening or assessment tools such as the SPAR spelling, Edinburgh reading and Sandwell Maths test, delivered individually/or on a year group basis.
- Non-standardised assessments such as records of phonic knowledge (TRTS), knowledge of high frequency words etc.
- Observations, behaviour and communication log.
- Records from feeder schools, etc.
- Information from parents.
- Pupil case studies.
- Ongoing tracking systems.

### **Initial assessment and provision planning**

On entry to the school in Year 3 each child is assessed through TRTS phonics test, SPAR spelling, Edinburgh reading test. The teachers and SENCO discuss the results in conjunction with prior information from previous school and KS 1 SATS results. Where necessary, additional assessments as identified above, are carried out. This informs the school of a child's aptitudes, abilities, and attainments. The information collected helps the school to clarify the child's needs, organise groupings and plan provision of support. For pupils identified with SEN the SENCO/Class teacher uses the records to:

- Provide starting points for an appropriate curriculum.
- Design appropriate differentiated learning programmes.
- Identify the need for support within the class.
- Assess learning difficulties.
- Inform and involve parents in a joint home-school learning approach.
- Set targets.
- Identify and remove barriers to learning.

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

In addition to the assessment methods outlined above, teachers closely follow the progress of EAL pupils across the curriculum to ascertain whether any problems arise from uncertain command of English or from underlying special educational needs. Children are assessed on entry to school and a programme put in place, if required.

### **Staged approach to intervention**

#### **CONCERN ABOUT A PUPIL**

The class teacher, SENCO, parents or an external agency expresses concern about a child. This may be triggered by one of the ongoing assessment procedures. The class teacher alerts parents to the concerns and seeks their views and any additional information. The class teacher then completes an expression of concern form, which is discussed with the SENCO and filed in the Special Needs Records kept in the SEN room. The teacher may seek advice from the SENCO at this time if appropriate.

It is the class teacher's responsibility to meet the child's needs through differentiation, the individual target system in place for all pupils and, if necessary, through the TA support allocated to the class.

If the concern is behaviour, the teacher implements the strategies outlined in the behaviour policy, completes a behaviour checklist and begin to keep a log of incidents. The TA may be used to assist with this log/complete observations. At this stage the child is not deemed to have SEN. (See behaviour policy for full details).

Where the teacher or SENCO decides that a pupil's learning or behaviour has not progressed adequately and support additional to that of normal class provision is required, they consider him or her for further support and parents are consulted.

### **Further support**

The next stage is characterised by interventions that are different from or additional to the normal differentiated curriculum. Further intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching and focussed targets, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by the use of regular school behaviour management strategies and which may indicate an underlying condition ( see behaviour policy)
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

At this point the teacher, SENCO or both set up a plan of needs including targets and provision. This may be a group plan or an individual plan containing one or more targets.

### **SCHOOL PROVISION MAP**

The interventions selected to address individual or group needs is recorded on the school provision map as well as intervention monitoring forms. The following information is included in these tools:

- Provision made.
- Short-term targets.
- Date for review.
- Achievement criteria.
- The outcomes recorded at review.
- Resources.

The provision map records targets, strategies or interventions which are different from, or additional to, the normal differentiated curriculum.

Plans are produced twice yearly in Oct and Mar. and reviewed in Feb/March and July unless a review is required each term for a child with particularly complex needs.

The school endeavours to involve pupils in this process. In some instances a 'Pathway Plan' will be created for the child, particularly when outside agencies are involved. Both the child and the parental involvement is an integral part of this process.

The class teacher is responsible for reviewing and creating plans following discussion with the SENCO. Parents should be encouraged to contribute to these where possible and all parents should be given the opportunity to discuss the plan at parents' evening or during an individual appointment. All parents should receive a copy. If a parent repeatedly fails to attend meetings and it is impossible to contact the parent via a phone call then the plan is sent home with a request that it be signed or any additional comments made.

### **NATURE OF INTERVENTION**

The SENCO in collaboration with the class teacher decides the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of a teaching assistant in class to assist with differentiation where the pupil is part of a group.
- Provision of alternative learning materials/ special equipment.
- Planning of individual or group intervention programmes to take place in class or by withdrawal.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.
- Using appropriate ICT support.

### **Withdrawal programmes**

SEN pupils are fully included in mainstream classes except for times when certain structured intervention programmes are considered to be delivered more effectively via withdrawal from the classroom.

Where we feel it beneficial to withdraw a pupil or group for a specific programme of work we endeavour to do this with minimum disruption of their access to the core curriculum. As far as possible we follow these guidelines:

- Individuals or groups of pupils may be withdrawn from the English blast, maths blast, assembly or personalised learning on a Skills afternoon to work with a member of staff on specific skills.
- Where pupils are withdrawn from assembly for an intervention this will take place no more than once a week unless agreed with the Head Teacher, SENCO and parent. This may be due to the need for intervention which is carried out on a regular basis, such as Lexia.
- Individual pupils or small groups of pupils may be withdrawn from part of the maths lesson to work with a TA where they need additional reinforcement of specific skills via 'Snap on to Maths' or a similar programme.
- Pupils who are unable to access a whole class input because of the complexity of their learning needs or because of severe behavioural difficulties may, where appropriate and under the teacher's guidance, be given some inputs 1:1 via the TA.
- Pupils may be withdrawn from the classroom for therapy sessions or therapy reinforcement in which this provision forms part of their statement or individual education and health care plan.

## **Reviews**

The child's progress against their targets is reviewed at least every six months. If significant progress is made the teacher and SENCO may decide that the child's support should revert to in class differentiation

If a child continues to not make the expected progress, further assessment and advice may be sort from Surrey.

## **REQUEST FOR AN EDUCATION, HEALTH and CARE PLAN( EHCP)**

### **What is an Education, Health and Care Plan (EHCP)?**

An EHCP is a legal document which sets out a description of the child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care.

Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP.

### **How is it obtained?**

The school requests an EHCP from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. The pupil must meet the Surrey Criteria for an EHCP. This is discussed with the parents. A Statutory Assessment might also be requested by a parent or outside agency. The school has the following information available:

- *A record of actions and interventions including their impact*
- The pupil's plan with reviews.
- NC levels.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers, educational psychologists.
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

An Educational and Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer through School funding. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP:

- Is a statutory plan.
- Helps coordinate the support available to families across their child's education, health and social care, from birth to 25 years old.
- Puts children, young people and their families at the very centre of the assessment and planning process. Children, young people, their parents or carers will be fully involved in decisions about what a child can achieve and what support they need now and in the future.
- Ensures a joined-up approach by everyone involved.

An EHCP (formerly a statement of SEN) includes details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the plan.
- Established through parental/pupil consultation.
- Implemented for the most part in the classroom but with 1:1 or small group withdrawal for specific programmes where necessary.
- Delivered by the class teacher/subject teacher with appropriate additional support where specified.

### **REVIEWS OF EHCPs**

These are reviewed annually. The Case Worker organises these reviews and invites:

- The child's parent.
- The relevant teacher and/or TA.
- Any external agencies or other parties who are involved.
- Any other person the head teacher considers appropriate.

The aim of the review is to:

- Assess the pupil's progress in relation to the EHCP targets.
- Review the provision made for the pupil in terms of the progress made.
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

With due regard for the time limits set out in the Code, the SENCO writes a report of the annual review meeting and sends it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP together with other parties involved in the plan.

### **SCHOOL FACILITIES**

Wheelchair access is available to the main entrance and to the year 6 block. There are toilets adapted for disabled pupils or adults which can be accessed from the main building. There are a number of small rooms within the school where small group or individual can take place. All classrooms and group areas have interactive whiteboards to provide multisensory input.

## **Multi Professional Teams**

**The agencies** currently involved are:

- The Language and Learning Support Service
- The Educational Psychology Service
- Social Services
- Education Welfare
- The Sensory Impairment Service
- Behaviour Support Service
- Freemantle's Outreach Service
- REMA
- The Speech and Language Therapy Service

## **Agencies from the health service**

- The Occupational Therapy Service
- The school medical service
- CAMHS

## **Links with other schools**

The school makes additional arrangements for the transition of pupils with SEN.

For pupils with EHCPs, Year 5 reviews indicate the provision required in Secondary school. At Year 6 reviews a member of the Secondary school is invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

Class teachers discuss all SEN pupils with the main feeder Secondary School.

Year 3 teachers liaise with year 2 teachers and discuss the needs of pupils with SEN. The Head teacher and SENCO also meet with their counterparts from the main Secondary Schools and infant feeder school to discuss SEN pupils and exchange records. Where practicable and agreeable to parents the SENCO attends annual review meetings for statemented pupils in year 2.

## **RECORD-KEEPING**

The school records the steps taken to meet pupils' individual needs. The SENCO maintains the records and ensures access to them. SEN records are kept in a separate locked filing cabinet in the SENCo's room. These records may include:

- Expressions of concern.
- Previous SEND provision plans
- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Pathway plans and support plans.
- Pupil's own perceptions of difficulties.
- Information from health/social services (see head teacher's files).
- Referrals or reports from other agencies such as LLSS, SALT.

In addition each class teacher has an inclusion folder in the classroom that contains current information about the pupils with SEN in the class. This includes the SEN record outlining the stage of intervention for each child (register), the current plan and any recent reports. All Plans and SEN registers are stored on the teacher shared drive where all teachers and TAs have access.

The SENCO holds an overall SEN register and an electronic copy is kept on SIMS  
A school wide provision map is also kept, recording all interventions and costings and the evaluation of their impact. This is kept in the Cloud.  
Any sensitive and highly confidential information is kept in a locked file in the head teacher's office and accessed on a "need to know basis".

### **PARTNERSHIP WITH PARENTS**

The school believes in developing a strong partnership with parents recognising that this enables children and young people with SEN to achieve their potential. The school appreciates 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.

*'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2)

The school considers parents of SEN pupils as valued partners in the process.

The school makes available, to all parents of pupils with SEN who are interested, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that *'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

A leaflet containing information about SEN in our school is available to all parents and is issued to parents of pupils with SEN at the year 3 parents evening or during discussion before moving to School Action.

### **COMPLAINTS PROCEDURE**

Initially, any complaints should be addressed to the class teacher, then the Head of Year, then the SENCO. If the issues cannot be resolved the complaint is referred to the Head Teacher. The full complaints procedure is outlined in the complaints policy.

'The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.'

### **LINKS WITH OTHER POLICIES**

It could be helpful to read this policy in conjunction with other policies which relate to it:

- Accessibility
- Admissions
- Anti- bullying policy
- Behaviour
- Child protection
- Complaints procedure
- Equalities Information
- Health and Safety
- Supporting pupils with medical conditions
- Teaching and learning