



Horsell C of E Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

SEND POLICY	
Date adopted:	September 2022
Author/ Owner:	Duncan Stevenson
Approved by:	Governing Body
Date approved:	September 2025
Due for review:	September 2026

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

But Jesus called for the children, saying, “Let the little children come to me and do not try to stop them, for the kingdom of God belongs to such as these.” Luke 18:16

“Every child and young person with Special Educational Needs or a disability (SEND) will be entitled to a high-quality educational provision; they will be supported by a skilled and confident work force who work in effective partnerships and are committed to ensuring children and young people achieve their personal potential.” Surrey County Council.

At Horsell Junior School, we believe that we are all made in God’s image and, as such, we all have equal value and worth. We therefore welcome the opportunity to fulfil our obligations towards SEND children and play a full and active part in their achievements. We respect the unique contribution which each and every individual can make to the school community and celebrate individual differences in ability, aptitude and skill. We are proud that we deliver a broad range of support and interventions to ensure all children progress academically, personally, socially and emotionally. Our mission is to create a safe, happy and inclusive learning environment which challenges and motivates all our children.

Definition of SEND

At Horsell Junior School, we use the definition for SEN and for 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 at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is “... a physical or mental impairment which is long term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Key roles and responsibilities

Assistant Headteacher (AHT) for Inclusion, Safeguarding and SEND: Mr Duncan Stevenson

The AHT has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCP). Part of the role of the inclusion AHT is to coordinate arrangements with the class teacher and support assistants regarding those pupils with SEN and disabilities. The inclusion AHT is the school SENCO.

Contact details: inclusion@horsell-junior.surrey.sch.uk

01483 761531

Role of the Special Needs Coordinator (SENCO)

- Assist in identifying and monitoring those children with SEND, whatever their need may be
- Ensure that, after consultation with the class teacher, the programme of work required for the child is relevant to their needs
- Ensure that, whatever additional resources are needed, they are made available to the class teacher
- Write or assist in writing, reports for outside agencies
- Liaise with and support the input of outside agencies
- Liaise with parents of children with higher levels of SEND and ensure good communication exists between home and school
- Provide the necessary professional support for staff and training
- Maintain an effective tracking system for children with SEND
- Review personalised and individual targets with class teachers on a termly basis
- Coordinate the work of Teaching Assistants, offering advice and training opportunities
- Reallocate human and physical resources as necessary to meet the changing needs and number of children with SEND
- Maintain links with feeder and secondary schools to ensure smooth transition of SEND pupils
- Administer and analyse standardised tests as required
- Compile and update SEND register
- Complete annual audit of SEND pupils for submission to LEA
- Report annually to the Governing Body on the success of SEND provision
- Develop, implement and review SEND Policy

Staff with specific roles relating to SEND:

SEND Governor: Isabella Craig

Teaching Assistants (TAs): 8 Teaching Assistants, including part-time and full-time, support either specific children, provide in-class support under the guidance of the class teacher or carry out interventions agreed with the class teacher and SENCO.

Management of medical needs: School Office

Introduction

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

The policy is available to parents and carers in a number of ways:

- The school website under curriculum/SEND
- A hard copy on request from the school office (enlarged font if preferred)

Context

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

- Equality Act (2010, updated 2018)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014, updated 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (updated 2021)
- Homework policy
- Keeping Children Safe in Education (2023)

Our Aims and Objectives

At Horsell Junior School, all pupils, regardless of their particular needs, are provided with inclusive teaching that is of high quality, which will enable them to make the best possible progress. In school, we will work hard to make them feel a valued member of the community.

- We aim to have a curriculum that is accessible to and inclusive of ALL children, and which meets their needs
- We aim to identify and assess the children's needs and to act upon the results of such identification
- 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 aim to ensure that children with SEND receive a broad and balanced curriculum and join in all school activities as far as possible, making reasonable adjustments to ensure this
- We aim to encourage parents and carers as partners in the learning process for their children
- We aim to celebrate the notable achievements made by all pupils
- We want all pupils to become confident individuals who are ready for their next stage of education, including being ready to make a successful transition to secondary school

Identifying Special Educational Needs

Some children, at different points in their school life may have a SEND need. The difficulties that a child may experience can vary, and may involve barriers in one area or several areas. Early identification of pupils with a SEN is considered a priority. Some children will need help and support for all of their time at school, whilst others may need help for a limited time.

Areas of Need

The Code of Practice describes 4 broad categories of need:

- Communication and Interaction including: Speech, Language and Communication Needs; ASD - Autistic Spectrum Disorder
- Cognition and Learning including: MLD – Moderate Learning Difficulties; SLD – Severe Learning Difficulties where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; PMLD – Profound and Multiple Learning Difficulties where pupils are likely to have severe and complex learning needs as well as physical disability or sensory impairment; SpLD – Specific Learning

Difficulties where one or more specific aspects of a pupil's learning are affected. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Co-ordination Disorder (dyspraxia)

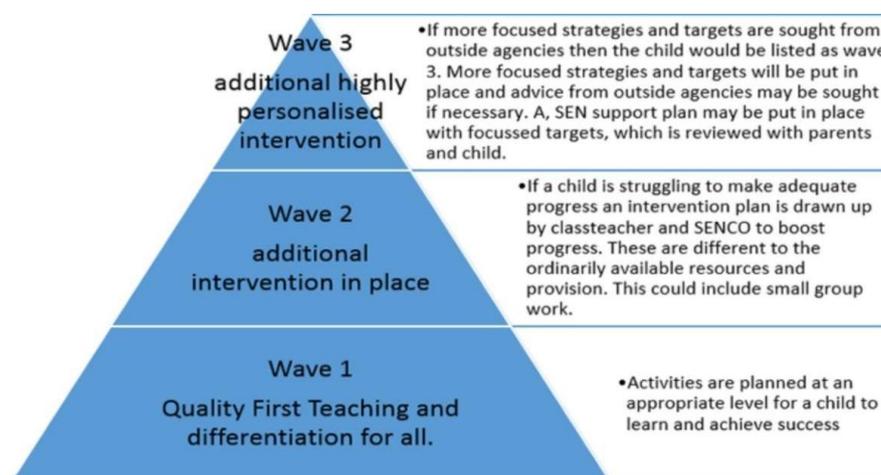
- Social, Emotional and Mental Health including: ADD – Attention Deficit Disorder ADHD – Attention Deficit Hyperactivity Disorder - Attachment Disorder. A wide range of difficulties which manifest themselves in a variety of ways including becoming withdrawn and isolated, displaying challenging or disruptive behaviour. Underlying mental health conditions such as anxiety, depression, self-harming, substance misuse and eating disorders may be evident
- Sensory and/or Physical including: VI – Visual impairment; HI – Hearing impairment; MSI – Multisensory impairment; PD – Physical disability

Identification of need takes evidence from various strands:

- Key Stage 1 assessment results
- Discussion with parents
- Screening tests on arrival
- Teacher assessments, formal and informal
- Assessments completed by the SENCO
- Advice from professional bodies
- Regular monitoring throughout the school year is quick to pick up lack of progress or specific difficulties

A Graduated Approach to SEND Support

All pupils in Horsell Junior School receive a differentiated learning experience through 'Quality First Teaching.' Class teachers are responsible for all pupils in their class, including those pupils who have additional needs and those who access support from Teaching Assistants or specialist staff. The school follows the SEND Code of Practice 2014 (0 to 25 years graduated response) to identify, assess and review pupils' needs. All children are provided with Quality First Teaching and adapted practice as standard.



Regular assessments are undertaken by class teachers and these are monitored by the senior leadership team, including the SENCO. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rates of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap.

The progress and attainment of all pupils is reviewed termly; pupil progress meetings are held with the Head of Year, and children with SEND are discussed with the SENCO. We seek to involve the parents/carers of the pupils in the process and, where appropriate, the pupils themselves. Feedback at parents' evenings always includes discussion about additional support or interventions being carried out and progress is recorded on the end of term report.

Identification of needs and placing pupils on the SEND register

When pupils are placed on the SEND Register, following concerns raised by staff, the school follows the cycle of Assess, Plan, Do and Review:

Assess: The class teacher (and when appropriate, SENCO and school leaders), regularly assesses pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations.

Plan: Where SEND Support is required, the teacher and SENCO will agree a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as their expected outcomes. All staff who work with the pupil will be made aware of the contents of the child's personal targets and areas of need. Parents/ carers will be involved from an early stage and encouraged to support progress through reading and supportive activities at home too.

Do: The class teacher is responsible for working with the pupil daily. They will also liaise closely with Teaching Assistants and/ or specialist staff from external agencies who provide any support which is set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: Where the interventions involve group or 1:1 teaching away from the main teacher, the class teacher will still retain responsibility for the pupil. They will also liaise with Teaching Assistants and outside agencies where appropriate to assess the impact of interventions and how they can be linked to classroom teaching. The SENCO continues to provide support, guidance and advice for the teacher. Pupils who are on the SEND Register have their provision recorded. Details about different interventions can be found on the school website under SEND. The child's recorded targets, as well as the impact of any interventions, will be reviewed each term by the teacher and SENCO. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support. Pupils will remain on the SEND register for only as long as they receive SEND Support.

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

Additional SEND Support can take many forms. These can include:

- a specific learning programme or intervention
- extra help from a teacher or a Teaching Assistant
- creating or adapting materials or equipment
- working with the pupil in a small group
- observing the pupil in class or at break times and keeping informative records
- helping the pupil to take part in class activities
- ensuring that the pupil has understood instructions or teaching points by encouraging them to ask questions and to try and have a go at things they may find difficult
- helping other children to work or play with the pupil
- providing emotional support to a child
- supporting the pupil with physical or personal care difficulties

This list is not exclusive and varies depending upon the need of the children. The Ordinarily Available Provision documentation which is written and produced by Surrey, also provides a summary of support offered at the school.

Horsell Junior School also provides support to children with SEND, and those who require additional support, within Apple classroom, where an experienced teacher is employed to support the core learning for children with SEND. This space is set up for small groups to work, under guidance of the teacher, supported by Teaching Assistants. The children access appropriately scaffolded learning to support their progress and attainment, providing opportunities for pupils to close gaps in their learning and build confidence, better enabling them to access the curriculum at the age expected level.

Outside agencies

The school benefits from active involvement with Specialist Teachers, Educational Psychology Service, advisory services for visual and hearing impairment, speech and language therapist, Children and Adolescent Mental Health Service (CAMHS) alongside other professionals. The school, either through the SENCO or teacher, will reach out for advice and guidance at the earliest opportunity, to enable support to be actioned promptly.

Managing pupils' needs on the SEND register

At Horsell Junior School each pupil is seen as an individual and we endeavour to develop a programme of support to meet each child's specific needs.

- The class teacher, together with the SENCO, monitors progress and targets are reviewed termly. At this stage, an additional need may be identified.
- The teachers maintain the records of progress for the pupils.
- The process of Assess, Plan, Do and Review links in with the Parents' Evenings although parents of children may request additional meetings with the SENCO and/or class teacher. An end of year report is written for all children during the summer term.

- The SENCO maintains a costed provision map using an in-house system.
- The intervention programmes used in the school are tailored for our children and several are created by experienced members of staff. All are monitored for effectiveness.
- When appropriate, some children on the SEND register are referred to outside agencies who offer support, guidance and assessment. The SENCO will refer the pupils to the relevant agency with parental permission. Opportunities for the parents/carers to meet with these agencies are encouraged.
- The SEND Register is maintained and kept up-to-date by the SENCO. The class teachers and Senior Leadership Team retain a copy and the register is reviewed on a termly basis.
- All children on the SEND register are classified under the category of SEND Support unless they are in receipt of an Education, Health and Care Plan.
- When a pupil has made significant progress and no longer needs to receive additional support, it may be decided to remove that pupil from the SEND register. After removal from the SEND register, the pupil is closely monitored by the class teacher and SENCO to ensure continued expected progress is made.

Education, Health and Care Plans (EHCPs)

Where a pupil has a significantly greater level of need, even after putting in place a wide range of interventions and support, the decision to request a formal assessment for an EHCP may be made with the parents/carers, the school and any relevant outside agencies. An application is usually made following two full cycles of Assess, Plan, Do and Review. The SEND team at Surrey County Council, together with the input of an Education, Health and Care Plan Coordinator, will make the decision whether to issue an EHCP. This Plan will outline the outcomes being worked towards, and provision to be provided in order to meet the pupil's needs to support the pupil to make progress towards the outcomes.

Supporting pupils and their families

Parents can access the Surrey Local Offer on the county's website. This provides information for parents/carers about what is available in the local area, including local agencies.

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

Horsell's SEND information can be found on the school's website under 'SEND'. This includes the:

- SEND Policy
- SEND Information Report
- Frequently Asked Questions (also known as the '14 Questions' or 'School Local Offer')
- Provision

Transition between phases

Transition can be a difficult time for pupils, particularly those with SEND. At Horsell Junior School, we support any key transitions that the pupils may make including:

Key Stage 1 to Key Stage 2

Key Stage 2 to Keys Stage 3 (secondary)

We also support transitions between year groups e.g. Year 3 to Year 4. Pupils can be given opportunities to visit the new class teacher prior to moving up, staff can produce transition booklets with pictures of the new classroom, cloakroom and teacher to support familiarisation.

Supporting pupils at school with medical conditions

Horsell Junior School recognises that pupils with medical conditions should be supported discreetly so that they have full access to education, including school trips and physical education as outlined in the statutory guidance 'Supporting pupils at school with medical conditions' DfE, September 2014. Pupils who have medical conditions can be supported by:

- individual healthcare plans
- access to toilet facilities
- trained staff
- emotional support

Some children with medical conditions may be disabled and where this is the case, the school will comply with the duties under the Equality Act 2010. Other pupils may also have special educational needs and may have an Education, Health and Care Plan which encompasses health and social care needs as well as their special educational provision. The school adheres to the SEND Code of Practice (2014) as well as the DfE document outlined above. Key members of staff are first aid trained- this is renewed on a regular basis. Certain staff are Epi-Pen trained.

Monitoring and evaluating SEND

The monitoring and evaluating of provision is a continual process. The SENCO meets regularly with the SEND Governor to discuss provision and current practice, who will then report back to the Full Governing Body. The SENCO is on the Senior Leadership Team who meet weekly. Interventions are closely tracked and observed in order to monitor and improve the quality of provision. The SENCO also carries out learning walks regularly, in all classrooms and across the curriculum. Meetings between all the Teaching Assistants and the SENCO take place regularly, issues are discussed and planned for and training is given as appropriate. Agendas for meetings are kept and minutes are circulated for those who are unable to attend.

Training and Development

We encourage all staff to continue to develop their quality of teaching and participate in regular training. This training can be through in-house INSET and staff meetings or via outside agencies including Surrey Specialist Teachers, Educational Psychologists and health professionals. The SENCO is a member of the local SENCO Network group in order to keep up-to-date with local and national changes in SEND and has fostered partnerships with local schools in order to continue to develop best practice. Where there are specific training needs, the school will source a provider to deliver this.

Storing and managing information

Confidential information on pupils with SEND, together with other electronic records, are stored on the school's server and within the school's MIS and safeguarding system, all of which are password protected. All relevant information is shared between appropriate teaching staff and Teaching

Assistants who are aware of the importance of confidentiality. Many of our lunchtime supervisors are also our Teaching Assistants and are very knowledgeable about our pupils. When appropriate, they are informed of specific needs which may require special attention during lunch time break. All pupil information is also contained within our MIS which staff are expected to maintain and read with every transition. When a pupil moves to another school, all records are forwarded on to them.

Reviewing the SEND Policy

This SEND policy will be reviewed annually by the SENCO.

Dealing with complaints

The school endeavours to work in partnership with parents and carers. We encourage parents and carers to approach the class teacher in the first instance, followed by the involvement of the SENCO if necessary. All complaints are taken seriously and are dealt with in-line with the school's complaints policy and procedure. (Details can be found on the school website under 'Policies'). Further guidance can also be found on the Surrey County Council's website 'Responding to Parental Concerns': <https://www.surreycc.gov.uk/schoolsand-learning/schools/support-for-parents-and-carers>

This policy should be read in conjunction with:

- Children with Medical Conditions policy
- Teaching and Learning Policy
- Safeguarding and Child Protection policy
- Equality policy
- Behaviour policy
- Anti-Bullying policy
- Accessibility Plan
- Single Equality scheme and Action Plan
- SEND Information Report

The School's Local Offer (also called Frequently asked questions/ 14 Questions)