



# Newlands CofE School Federation

A partnership of Shere and Clandon Schools



## Special educational needs and Disability (SEND) Policy

Shere Infant School and Clandon Primary School

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### 1. Aims

#### 1.1 Our Aims

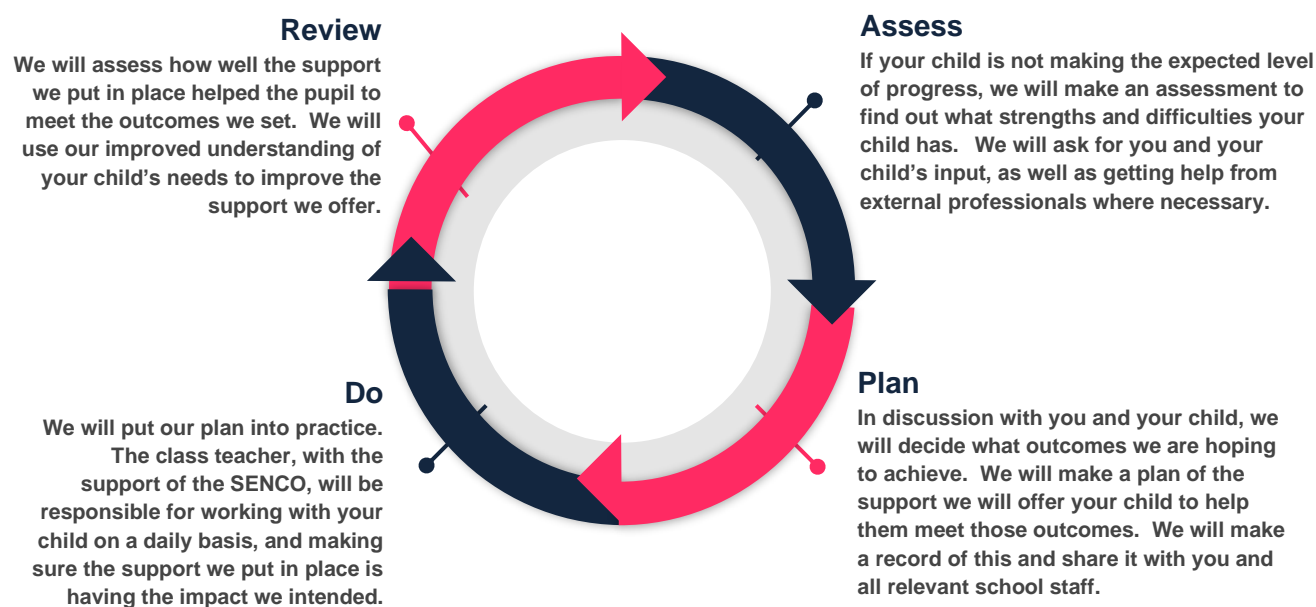
All children with SEND must have their needs recognised and assessed, with appropriate and timely provision put in place. All staff have a duty to promote equality. We strive to:

- Provide suitable learning challenges so that children with SEND make good progress.
- Meet the students' diverse learning needs.
- Personalise learning.
- Remove barriers to assessment and learning.

#### 1.2 Our Objectives

- To use a Needs Led Approach so that assessment and intervention is proportionate to identified need.
- To ensure the Ordinarily Available Provision is embedded for all children as and when needed. All pupils should have access to a broad and balanced curriculum.
- The child's views and aspirations are central to all planning with and for them. Parents are equal partners in all discussions and decisions to enable them to make an active, empowered and informed contribution to their child's education.
- Teachers have high expectations for every pupil, whatever their prior attainment.

- To ensure a clear graduated response process for identifying and assessing needs, planning and providing provision and reviewing progress and the provision for pupils with SEND. Potential areas of difficulty are identified and addressed at the earliest possible.
- The graduated approach is a 4-part cycle of **assess, plan, do, review**.



- To ensure all children make good progress regardless of their additional needs.
- To develop effective whole school provision mapping for all pupils including pupils with SEND.
- To value and encourage the contribution of all children to the life of the school.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.
- To ensure all staff have training and support for working with pupils with SEND in order to develop our practise within the guidance set out in the Code of Practice 2015.

### 1.3 Shere School and Clandon School's Values and Vision

Shere Infant and Nursery School and Clandon Primary are inclusive nurturing schools. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of every staff member in school. We respect the unique contribution which every individual can make to our school family. All children, regardless of needs and age, are happy, motivated, and excited by their learning.

Children are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident and happy individuals living fulfilling lives.
- Make a successful transition into junior or secondary school and eventually adulthood.

## 2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- SEND review: right support, right place, right time - GOV.UK ([www.gov.uk](http://www.gov.uk))  
SEND review: right support, right place, right time, 2022.
- Surrey Local Offer Surrey Local Offer, especially guidance on Ordinarily Available Provision Ordinarily available provision (schools) | Surrey Local Offer

## 3. Definitions

SEN: The SEND Code of Practice provides the following definition: "A child or young person (CYP) has Special Educational Needs if they have 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 children 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: A CYP has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream school. The Equality Act 2010 defines disability as "a physical or mental impairment which has a long term and substantial adverse effect of their ability to carry out normal day-to-day activities."

## 4. Roles and Responsibilities

### 4.1 The SENCO

The SENCO is Cathy Hollis. She can be contacted via the school office or via email ([chollis@shere.surrey.sch.uk](mailto:chollis@shere.surrey.sch.uk)). Cathy 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 SEND support plans

and Educational Health Care (EHC) plans. She works with teachers, EYPs and parents to identify when to refer a child for assessment to an outside agency and co-ordinate the support from professionals such as Speech and Language Therapists (SALT) and STIPs (Specialist Teachers for Inclusive Practice). Regularly, she reviews the needs of the cohort and, if necessary, makes changes to our provision. The SENCo maps provision and makes decisions as to whether specific interventions are proving to be effective in terms of impact, time spent, and the finance used in providing them.

#### **4.2 The SEND Governor**

The SEND Governor is Amy Nunn. They meet with the SENCo at least termly to discuss actions taken by the settings. They have responsibility for monitoring effective policy implementation and liaising between the SENCo and the Governing Body. They ensure that pupils with SEND participate fully in school activities.

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCos and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class Teachers**

Every teacher is a teacher of SEND. Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **5. Please see separate SEND Information Report document**

### **6. Monitoring arrangements**

The Governing Body first adopted this policy in September 2021. It will be reviewed annually as necessary (sooner in the event of revised legislation or guidance or if there are any changes to the information made during the year).

The Children and Learning Committee is responsible for the review of this policy.

Date of last review: Summer 2024

Date for next review: January 2025

### **Equal opportunities**

Shere and Clandon Schools are committed to providing equal opportunities for all regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring non-judgemental attitude throughout both schools.

### **7. Links with other policies and documents**

This policy links to our policies on: [Policies | Shere Infant School](#) and [Clandon C of E School - Policies](#)

- Accessibility plan
- Admissions policy
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Curriculum policies
- Equality information and objectives/ Equality policy
- Inclusion policy
- Information Report
- Medical needs policy
- Safeguarding policy
- School information report

## Appendix 1: Key Documentation

The SEND code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND guidance for parents <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Surrey local offer

<https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

SEND support arrangements guidance

[https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0017/32246/02-Surrey\\_SEND\\_Support\\_Arrangements-Guidance\\_v1.6.pdf?bustCache=77367212](https://www.surreycc.gov.uk/_data/assets/pdf_file/0017/32246/02-Surrey_SEND_Support_Arrangements-Guidance_v1.6.pdf?bustCache=77367212)

The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping children safe in education 2023 Keeping children safe in education - GOV.UK ([www.gov.uk](http://www.gov.uk))

SEND review: right support, right place, right time, 2022 [SEND review: right support, right place, right time - GOV.UK \(\[www.gov.uk\]\(http://www.gov.uk\)\)](https://www.gov.uk/government/publications/send-review-right-support-right-place-right-time)