



# CLANDON C of E SCHOOL

A caring community where all can THRIVE

## SEND Policy and Information Report

Reviewed	September 2018	Next Review	September 2019
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### 1. Aims

At Clandon Church of England Primary School we are committed to ensuring that the necessary provision is made for every child in the school. We are passionate about inclusive education for all and welcome a diversity of culture, religion and intellectual ability. We strive to meet the needs of all our pupils with a learning disability, disadvantage or special educational need.

At Clandon Primary School every teacher is a teacher of every pupil including those with SEND and in line with the new code of practice (2014), we will ensure that all SEND children receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At Clandon we believe that all children with a Special Educational Need or disability (SEND) must have their needs recognised, assessed, and appropriate, timely intervention put into place. At all times we strive to:

- identify and address the SEN of the pupils we support
- use our best endeavours to ensure that a pupil with SEN gets the support they need
- ensure that all pupils with SEN are offered full access to a broad and balanced curriculum that sets high expectations for every child whatever their prior attainment
- ensure that the needs of students with SEN are identified, assessed, provided for and that their progress is regularly reviewed
- take the views, wishes and feelings of the pupil into account and involve them as much as possible in any decision making about their education

- work in partnership with parents to make an active and informed contribution to their child's education
- designate a teacher to be responsible for the co-ordination of SEND provision.

## 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

## 3. Definition of SEND

Clandon Church of England Primary School uses the definition for SEND 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 education provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special education provision means educational 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 has a long-term and substantial adverse effect on their ability to carry out normal day-to-day functions.

## 4. Key roles and responsibilities

### 4.1 SENCO

The SENCO is Cathy Hollis  
via [info@clandon.surrey.sch.uk](mailto:info@clandon.surrey.sch.uk)  
01483 222442

The SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEND.

The Senco will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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**

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 SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,

### **5.2 Identifying pupils with SEN and assessing their needs**

At Clandon School we will identify the needs of each pupil on an individual basis and consider what action the school needs to take to support students in mainstream education.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The progress of all pupils is monitored half termly by class teachers and the senior leadership team so that when a pupil is not making expected progress, in a particular area of learning, the school can identify additional support. This will then be discussed with parents/carers and the pupil concerned.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher or alternatively Mr Light, Headteacher or Cathy Hollis, Special Needs Coordinator (SENCo).

We have an open door policy at Clandon and encourage parents to talk to their class teacher at any time if they have any worries or information about their child they would like to share.

Every term, you are invited to attend an SEN review meeting with the class teacher to review your child's SEN Support Arrangements. During this meeting, we will also discuss strategies to be used at school and home to provide a joined up approach.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

#### **A Graduated Approach to SEND Support**

At Clandon Church of England Primary School we take a graduated approach to the provision of help and support to responding to pupils who may have SEND:

#### **Assess - Pupil Needs**

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experiences of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Eps, PSS and from health and social services where appropriate.

#### **Plan – Actions in consultation with Parent**

Where SEND support is required, the teacher and SENCo with the parent/carer will put together a support plan (SEND Arrangements) outlining the adjustments, intervention and support which will be put in place for the pupils as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

#### **Do – Roles and Responsibilities**

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor

the progress being made. The SENCo will provide support, guidance and advice for the teacher.

### **Review –**

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCo, parent/carer and the pupils. .

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The review will inform the planning of next steps for a further period or where successful the removal of pupils from SEN support.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

### **Including: the arrangements for the admission of disabled pupils.**

We welcome all children to our school, irrespective of whether they have an additional need or not. Most children with an EHCP can be supported and have their needs met in a mainstream school. We adhere to the Surrey Schools admission arrangements for children who have an EHCP. More information can be found on this link to the Surrey website on [Applying for a school place for a child with EHCP or a SSEN](#). It is important to visit any potential schools and speak to staff to help make an informed decision. We are happy to give any potential parents and pupils a tour of the school and to have discussions about how we can meet a pupils needs.

We discuss children's needs with parents at their progress meetings, and then again at the annual review of their EHCP. This is usually during the summer term of Year 1 (junior applicants) or Year 5 (secondary applicants). We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Individual transition arrangements can be made for the specific needs of children to ensure effective transition into secondary school.

Enhanced transition arrangements are made for children joining Clandon in reception, such as visits to school the term before starting to meet the children and answer any questions before starting school. home visits and an individualised transition timetable when needed after discussion with parents and the class teacher. Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting.

We aim to make all our learners and their families feel welcome and have an induction programme in place to support new learners to our school. This includes a pack for parents and induction visits. We work closely with our local junior schools and nurseries sharing information that will help learners to settle quickly.

As children transition to the next year group, updated one page profiles are handed to the next class teacher. These one page profiles contain information about how your child learns best and what needs to be put in place to support them.

We use the 'Preparing Children for Adulthood' document to support staff and parents in setting targets so that children meet the milestones they need at each key stage. This ensures children are ready for the next phase of life on the journey to adulthood. This considers education, employment, independent living and participation in society.

## **5.6 Our approach to teaching pupils with SEND**

**Including: Improving the delivery to disabled children of information which is readily accessible to pupils who are not disabled.**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

### **Wave One – A Whole School Approach**

Quality first teaching. This is inclusive teaching that draws on a repertoire of teaching strategies and techniques that are closely matched to the specific learning objectives and the particular individual needs of all the children in the class. The class teacher provides differentiated expectations for all pupils and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

### **Wave Two –**

Additional targeted interventions. This is when targeted interventions are put in place to allow children to work at or towards age related expectations or above. These can include individualised or group work that takes place outside of the classroom with specialist teaching staff. We provide the following interventions:

- Precision teaching
- Phonological awareness
- First class @ writing
- Wave 3 maths interventions
- Emotional support

### **Wave Three –**

Additional, highly personalised interventions. These interventions are for a minority of children who have specific SEND.

## **5.7 Adaptations to the curriculum and learning environment**

**Including: Increasing the extent to which disabled pupils can participate in the school's curriculum.**

Our Accessibility Plan identifies how we make every effort to make reasonable adjustments where needed. This includes adaptation to our physical environment as well as adaptations to teaching and learning strategies.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

SEN support can take many forms depending on the needs of an individual child. For example,

- a special learning programme,
- extra help from a teacher or TA in the classroom,
- different resources or equipment,
- small group withdrawal to focus on specific learning needs,
- observing a child in class or at break, keeping records, rehearsing strategies to try,
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

We have 6 teaching assistants who are trained to deliver interventions such as Precision teaching, Phonological awareness, First class @ writing, Wave 3 maths interventions, Emotional support.

Teaching assistants will support pupils on a 1:1 basis there is an EHCP in place or when specific and additional needs are identified.

Teaching assistants will support pupils in small groups a group of children have been identified to have a similar need or needs similar strategies of support.

We work with the following agencies to provide support for pupils with SEN:

- Language Literacy Support
- Behaviour Support
- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- CAHMS
- Freemantles Outreach service

### **5.9 Expertise and training of staff**

- Our Special Needs Co-ordinator (SENCo) is an experienced qualified teacher who has experience of teaching children with a range of learning difficulties. They are allocated one day a week to manage SEND provision
- All our staff are offered regular training opportunities.
- Our staff are regularly updated on matters related to special educational needs and disability through staff meetings.
- In the last academic year, staff have been trained in precision teaching and first class @ writing.
- We network with SENCos from other schools to identify screening tools, intervention programmes and assessment systems.

### **Staffing and professional development**

The Headteacher will take active steps to ensure that all the staff are aware of and adhere to the aims and stated outcomes of this policy. This will be reflected in the framework for professional development and staff training.

### **5.10 Securing equipment and facilities**

#### **Facilities we provide to help disabled pupils access the school.**

Schools are required under the Equality act 2010 to have an accessibility plan. This can be found on the school website and it details our aims, action plan and accessibility audit. We will make reasonable adjustments for pupils with disabilities, for example, providing an auxiliary aid or making adjustments to premises. All the classrooms are accessible and on one level. We will improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school. The Headteacher, governors and bursar oversee all matters of finance. This is monitored through children's individual SEND Support Arrangements and intervention planning. Spending is reviewed by governors through the termly feedback on the outturn of interventions.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

**Including: Steps we have taken to prevent disabled pupils from being treated less favourably than other pupils.**

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. *All pupils are encouraged to go on our trips.* All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- At Clandon we ensure that all our learners are involved in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns around safety and access, further thought and consideration is put into place to ensure needs are met.
- Where applicable parents are consulted and involved in planning.
- We have a range of before and after school clubs, which we encourage all children to participate in. Please contact the office for an up to date list.
- Our Accessibility Plan identifies how we make every effort to make reasonable adjustments where needed. This includes adaptation to our physical environment as well as adaptations to teaching and learning strategies.
- We do our very best to meet the needs of all our learners by providing extra adult support in class and running interventions to accelerate pupil progress where needed.

### **5.13 Support for improving emotional and social development**

All pupils are supported with their social and emotional development through the curriculum and at playtimes. We follow the Jigsaw scheme of work through our PSHE (Personal, Social and Health Education) lessons in all year groups and the sessions in class are supported through our assembly themes.

Our Anti-bullying policy talks about the responsibilities of our stakeholders towards bullying and it is a regular item on the school council agenda. Any children identified as requiring additional emotional support can take part in 1:1 sessions with one of our specialist TAs. We have a range of clubs, which take place before or after school. Please ask the office for an up to date list. All staff are regularly trained in the principles of safeguarding pupils. Our safeguarding leads are Jon Light, Headteacher, and Vanessa Major, Class teacher.

### **5.14 Working with other agencies**

All our teachers and teaching assistants receive regular training in SEND. We have members of staff who have received training in areas such as First Class Writing and precision teaching to enable them to support children with a range of developmental needs.

We have established relationships with a range of professionals who can support as required. These include:

- Health and social care practitioners
- Specialist teachers from Learning and Language Support (LLS)
- Specialist teachers from behaviour support
- Specialist teachers from the physical and sensory team
- Educational Psychologists
- Freemantles Autism outreach teachers
- Speech and Language therapists
- Surrey Young Carers
- Occupational therapists

Parental consent will always be sought prior to any outreach professionals visiting your child.

### **5.15 Complaints about SEN provision**

In the first instance parents/carers should talk to their class teacher. Further information and support can be obtained from Jon Light, the school's Headteacher or Cathy Hollis, Senco. In order to liaise with Mr Light or Mrs Hollis, either phone 01483 222442 or email [info@clandon.surrey.sch.uk](mailto:info@clandon.surrey.sch.uk) Our complaints policy is available on our school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Surrey SEND Information, Advice and Support Service (SSIASS) provide impartial, confidential and free support to empower parents, children and young people to:

- fully participate in discussions and make informed decisions
- express their views and wishes about education and future aspirations
- promote independence and self advocacy
- develop positive relationships with schools, colleges, universities, the local authority and support services to achieve positive outcomes.

Their services include:

- Telephone support provided by SEND trained advisors
- Face to face support by trained advisors and volunteers
- Community support through workshops provided at local venues, offering a variety of training and surgery sessions as well as an annual conference.

Click on the link to access the website: <https://www.sendadvice.surrey.org.uk/>

### **5.17 Contact details for raising concerns**

Further information and support can be obtained from Jon Light, the school's Headteacher or Cathy Hollis, Senco. In order to liaise with Mr Light or Mrs Hollis, either phone 01483 222442 or email [info@clandon.surrey.sch.uk](mailto:info@clandon.surrey.sch.uk)

### **5.18 The local authority local offer**

Our contribution to the local offer is available on our school website. Click [here](#) to view our offer.

Click [here](#) to view Surrey's Local Offer.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the head teacher and senco **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Implementation of this policy:**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these specific outcomes:

- making SEND provision an integral part of each School Development Plan
- enabling identified pupils with SEND to reach their full potential
- removing barriers to achievement and offering alternative/personalised curriculum at both key stages to meet the needs of the individual
- arranging specialised provision to meet the needs of groups with low-level achievement
- enabling all SEND students to join the activities of the school together with pupils who do not have SEND, as far as reasonably practical
- regular monitoring of the progress and development of all pupils through the school
- providing high quality teaching that is differentiated and personalised to meet the needs of every individual
- following a comprehensive and structured approach to assessing, identifying and responding to individual needs
- ensuring that appropriate staffing and funding is in place for pupils with SEND
- ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the school's SEND provision and inclusion overall
- involving the full Governing Body in the monitoring of this policy

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

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions