



Ottershaw Christ Church C of E Infant and Junior Schools
SPECIAL EDUCATIONAL NEEDS and DISABILITY
POLICY

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1. Our values/vision

Our Christian foundation underpins everything we do. Through Christian example we teach children the values of Respect, Compassion, Ambition, Courage, Responsibility, Perseverance, Resilience, Trust and Honesty.

Through our inclusive, Christian values:

- We believe in quality of education, high expectations and enjoyment for everyone in our school community.
- We respect the unique contribution which every individual can make to the community and accept the differences in ability, aptitude and level of skills.
- Every teacher is a teacher of every pupil including those with SEND.
- We nurture the academic, social and emotional development of all our children so they become successful adults who embrace the challenges and opportunities that life brings.

2. Introduction

This policy is in line with our teaching and learning policy and aims to support inclusion for all children. The responsibility of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Inclusion Leader.

The Head Teacher and Inclusion Leader work closely together to ensure that this policy works effectively.

The policy reflects the statutory guidance set out in:

- The Special Educational Needs and Disability Code of Practice 0-25 years (2015)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

3. Definitions of special educational needs and/or disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having SEND, even though these factors may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4. Key Roles and Responsibilities

The Inclusion Leader (SENCO)

The school's Inclusion Leader (SENCO) is Mrs Annick Lisher, who is a qualified teacher and is a member of the schools' senior leadership team (SLT). This year, Mrs Shortland has a part-time SENCO role which focuses on Early Years and KS1 support.

The SENCO will:

- Work with headteacher and SEND governor to determine the strategic development of the SEND policy and provision in school.
- Have day-to-day responsibility of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- 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.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Headteacher

The headteacher will:

- Have the responsibility for the day-to-day management of all aspects of the school, including provision for children with special educational needs.
- Work closely with the Inclusion Leader (SENCO) and Good Shepherd Trust to determine the strategic development of the SEND policy and provision within the school.

The SEND Local Committee Champion

The SEND governor will:

- Help to raise awareness of SEND issues at Local Committee meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Local Committee on this.
- Work with the Headteacher and Inclusion Leader to determine the strategic development of the SEND policy and provision in school.

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 Inclusion Leader to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy.

5. Objectives

- All staff will clearly understand their responsibilities regarding children with SEND, thereby sharing a common vision and understanding.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities.
- To ensure that Special Educational Needs are identified and assessed as early as possible.
- To ensure that all children have access to a broad and balanced curriculum, which is appropriately differentiated to meet their individual needs.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (2015).
- To work in close partnership with parents/carers to create a fully integrated home/school partnership.

6. Identification of Needs

The Code of Practice (paragraphs 6.28-6.35) identifies four broad areas of need:

➤ **Communication and Interaction**

Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

➤ **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.

➤ **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties that manifest in many ways. These may include becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. Some children may be neurodiverse and have diagnosed conditions such as ADD, ADHD, Attachment Disorders, Emotional Difficulties or Mental Health Difficulties.

➤ **Sensory and/or Physical** e.g. Hearing Impairment, Vision Impairment

Some children may require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities provided for all. These difficulties may be age related and may fluctuate over time.

7. A Graduated Approach

Quality First Teaching

The first step in responding to pupils who may or may not have SEND is always high-quality teaching in the classroom, differentiated for individual pupils. Additional intervention and support cannot compensate for a lack of high-quality everyday teaching. Teachers recognise that they are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support

from assistant teachers or other (sometimes specialist) staff. The school's senior leadership regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

Our Graduated Approach to Provision

Where possible, SEND difficulties are identified, parents are contacted and invited to come into school to meet with the child's class teacher. The purpose of this initial meeting will be to ensure both school and family have a clear picture of any possible barriers to learning or well-being a child may have.

The provision for any pupil who requires support that is 'additional to or different from' is mapped on our whole school provision map. Schools are required to follow the graduated approach cycle of 'Assess, Plan, Do, Review'.



8. SEND Register

The progress of all pupils is monitored informally on a continual basis and formally once termly. Where a pupil has made less than expected progress despite receiving Quality First Teaching and additional support, he or she may be identified as having a special educational need.

Following discussions with the school's Inclusion Leader and the child's parents, the decision will be made to place the child on the school's SEND register, which is maintained by the Inclusion Leader.

9. Managing the needs of pupils on the SEND Register

- Parents will be kept informed and updated with regular meetings with the class teacher and Inclusion Leader.
- Where specialist staff are involved, parents will be part of the assessment meetings.
- Interventions are planned and led by trained staff and monitored by class teachers with support from the Inclusion Leader.
- Provision for children's interventions and additional support will be recorded on a provision map showing objectives and outcomes.
- The Inclusion Leader will review the SEND Register every term and record any changes.
- The Inclusion Leader will meet at least annually with parents to review the progress of children with an EHCP.

10. Education, Health and Care Plans

The special educational needs of the majority of pupils should be met effectively through SEND Support. However, where a pupil remains a significant cause of concern after following the assess-plan-do-review cycle at SEND Support level, the school will request a Statutory Assessment of the pupil.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leader/SENCO
- Educational Psychologist
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.surreylocaloffer.org.uk

11.Supporting Pupils and Parents

Admission Arrangements

Please refer to the information contained in our school prospectus.

The school provides for children with a wide range of abilities and /or difficulties. Places for children with or without a special educational need are allocated in line with the whole school admissions policy which follows Surrey LEA guidelines.

Access Arrangements

The school complies with National Statutory Guidance for providing additional access arrangements for exams and assessments as necessary.

Working in partnerships with parents

Ottershaw Christ Church Infant and Junior Schools believe that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent, regular contact with parents is necessary, arrangements will be made based on the individual pupil's needs. The Inclusion Leader may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will be consulted as regards any future provision. Parents will be invited to attend meetings with external agencies regarding their child, and are consulted on any points of action drawn up regarding the provision for their child.

Training and Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Inclusion Leader regularly attends the local authority SENCO

network meetings and those provided within the Good Shepherd Trust family of schools. The Inclusion Leader also facilitates/signposts relevant SEND focused external training opportunities for all staff.

Storing and Managing Information

All documents are stored securely in line with the school's Data Protection Policy. The provision made for pupils with SEND is recorded and regularly updated by class teachers. All SEND documentation is monitored by the Inclusion Leader.

Complaints procedure

If a parent or carer has any concerns or complaints regarding their child, this should, in the first instance, be raised with the class teacher. If further action is needed, parents should speak to the Inclusion Leader. We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should contact the head teacher. This is in line with our school complaints procedure, found on the school website.