



Clarendon Primary School & Nursery

Special Educational Needs Policy

Our vision:

At Clarendon Primary School and Nursery, we believe that all children should be treated as individuals. We strive to celebrate their unique skills, qualities and attributes, and believe that everyone has the right to succeed. We are committed to supporting our children on their learning journey, by providing them with opportunities matched to their needs, so that they can achieve their full potential. Our school's motto helps us to realise this vision.

Context

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance in supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Definition of Special Educational Needs

At our school we use the definitions for SEN and disability from the SEND Code of Practice (2014). Where we have used the acronym 'SEND' this refers to children with special educational needs and/or disability. (Please refer to appendix 4 for other key terms)

Special Educational Needs and/or Disability (SEND): A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision in our mainstream school setting is educational provision that is additional to, or different from that made generally for children of the same age.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that also call for special educational provision to be made.

Disability: a child has a disability if:

- they have a physical or mental impairment.
- the impairment has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This could include a child who has a long-term illness.

Not all children defined as disabled will require special or additional provision. For instance, a child with a medical need, such as diabetes, may not have special educational needs, but will still have rights under the Equality Act. We will assess each child, as required, and make the appropriate provision, based on their identified needs.

Aims and Objectives

Aims

At Clarendon Primary School and Nursery all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school, as well as

foster in them a feeling of being a valued member of the wider school community. At the heart of our provision is a broad range of stimulating learning experiences which foster independence and inspire a life-long love of learning.

- We promote an inclusive, safe and secure environment where adults working with the children have high aspirations for them, including those with SEND (special educational needs and/or disability).
- Where possible, the needs of SEND pupils are met through universal and targeted provision within the school classes or in the nursery class, through effective differentiation, including the use of resources, modelling and scaffolding of tasks as well as more specific approaches and strategies.
- We will endeavour to give pupils with SEND the relevant support they need, provide them with appropriate intervention and regularly monitor their progress.
- We aim to set challenging but realistic educational and wider outcomes for children with SEND, preferably in partnership with parents and with input from the child.
- We foster a culture that aims to build a child's confidence and emotional resilience so that all pupils with SEND are equipped to meet or exceed the expectations set for them based on their starting points when joining the school.
- We have a strong commitment to developing a positive and supportive relationship between home and school and provide transparency with regards to decisions and provision for pupils.
- EBSNA: We recognise that school non-attendance is often rooted in stress and anxiety so we work hard to create an "anxiety friendly" school culture and to provide early intervention when it is required

Policy objectives

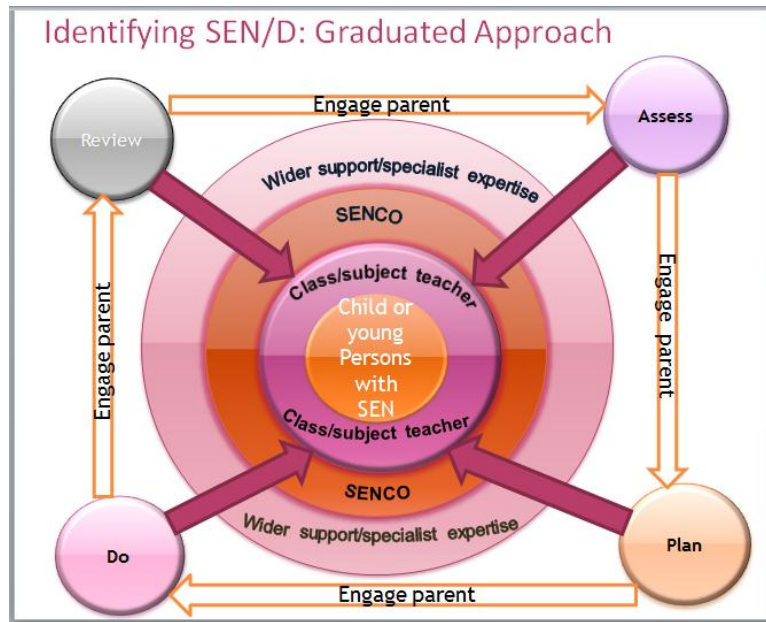
These are reviewed regularly and are as follows:

1. With the involvement of parents/carers, to frequently review the current SEN policy to ensure it is being upheld in practice, ensuring effective communication, with regards to pupils with SEND.
2. To evaluate how the school's vision for SEN is being addressed in classrooms and the nursery setting, through focused monitoring by the Senior Leadership Team and through Governor visits.
3. As part of the Graduated Response to support, to fully embed staff and parental understanding relating to the SEND 'Assess-Plan-Do-Review' cycle.
4. To monitor the impact of interventions for SEND pupils, as well as how learning is transferred from targeted and specialist support into the classroom. This is to help close the attainment gap for these children, thus ensuring they make at least good progress against the personal attainment goals set for them.

Identification of Needs

At Clarendon Primary School and Nursery, we will identify the needs of each pupil by considering the whole child against the four categories of special educational need. This in turn will lead to the setting out of arrangements that we will subsequently put into place to address these needs.

A Graduated Approach to SEN/D



- All children benefit from 'Quality First Teaching'. This is the effective inclusion of all pupils in high quality everyday teaching. Such teaching will, for example, be based on clear objectives and success criteria that are shared with the children and returned to during this and subsequent lessons; the delivery of carefully explained vocabulary to the children; the use of lively and interactive teaching strategies, which maximise the use of visual and kinaesthetic as well as auditory learning styles. Approaches like these are the best way to minimise the number of children who need additional support with their learning or behaviour.
- All teachers are expected to plan so that differentiated expectations are provided for all pupils with personalised teaching, when required, built into lessons in order to target pupil's individual need. (This is the first step to responding to the needs of children with SEND.)
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access help from support staff.
- Progress and outcomes of each child are monitored using the assessment tool 'Sonar Tracker' and attainment is reported at parent consultation meetings alongside an end of year report. Termly pupil progress meetings with the Head teacher, Deputy Head teacher and SENCO are held to identify those pupils who need targeted interventions to aid the making of good progress. Provision mapping is used as a tool to record how children are meeting the outcomes set for them.
- Regular learning walks, as well as observations of lessons by the Senior Leadership Team, enable monitoring of the quality of teaching of all pupils, including those at risk of underachievement.

How are decisions made about special educational provision for children?

The class teacher and the SENCO will consider all of the information that has been gathered about the pupil's progress, giving consideration to their age, starting points and expectation of progress.

Information used includes:

- Discussion with the class teacher, which takes into account their observations and records.
- Looking at records of formative assessment and the current attainment of children against age related expectations as well as considering progress profiles from previous years; including outcomes against the EYFS' Early Learning Goals, data from year 1 phonics screening check, outcomes from the year 4 multiplication check and outcomes from the year 6 SATs results, when these are available.
- Achievements made against specific outcomes/targets set within class or as part of an intervention.

- Regard for any specific assessments such as reading benchmarking scores and diagnostic assessment in reading, spelling and maths which provide a standardised age-related score.
- Mapping the child's needs against the descriptors in the *Ordinarily Available Provision Document* to provide staff and parents/carers insight into whether the child is at either 'SEN Support' stage, 'SEN Specialist Support' stage or at the 'Statutory Assessment' stage.

When pupils have a higher level of need (profile mainly within SEN Specialist stage), the school will work in partnership with outside agencies/specialist professionals who provide a service which includes:

- Observation, assessment and discussion with teachers, support staff and parents/carers.
- Offering of recommendations about outcomes and strategies/approaches to implement in order to help adults support a child more effectively.

Children may have special educational needs at any time in their school life; with some children these needs are temporary and with others they may be more long-term. To enable pupils to make sustained progress, we believe that the most effective way to do this is to identify special educational needs as early as possible. We have special educational needs provision from nursery onwards; however, the nature and amount of support will vary according to the needs and age of the child. Provision for pupils with SEND is a matter for the staff as a whole, drawing on the Senior Leadership Team for advice when identifying, assessing and making provision to support the effective inclusion of all children.

How are parents, families and children involved in the process?

Parents/carers are encouraged to share information about their child's and family's story as well as discuss how they would like to be supported. This information should also include the aspirations for their child as this will aid the agreement of outcomes. Parents/carers will be asked to share information so that outcomes and targets can be set and agreed. Where possible the pupils will be involved in the process, through staff consulting them on their views. As a result, we aim to generate and implement targets that are specific, measurable, realistic and time bonded and written in child friendly language. This will help ensure the parents/carers and the child has a sense of ownership of their support plans.

For children who are issued with an EHC Plan, an initial planning meeting is held with the SENCO, class teacher(s), teaching assistant(s) and parents/carers to discuss and agree targets related to the outcomes set out in the child's EHC Plan. When an annual review is held, for children in receipt of an EHCP, the pupil will be asked if they would like to be involved in their meeting, where they can share examples of their work and talk about what is important to them and how they like to be supported. This can be in person or via video if they prefer. Pupils will always be given the opportunity to talk about their support and to ask questions even if they don't want to be part of their EHC Plan review meeting.

How is the decision made to place pupils on the SEND register?

Once a child has been identified as needing SEN Support (using the Surrey *Ordinarily Available Provision Document* as well as progress data, observation / knowledge of the children in class and feedback from parents), they will be placed on the SEN register as they require provision that is additional to or different from the majority of their peers, parents will be consulted. In partnership with the class teacher and SENCO the following information will be presented:

- The child's one page profile - The profile indicates what is important to the child, how best to support them and what they like about themselves and what others' admire about them. The information may be updated during the year, if required, and prior to a review for children who are recorded on the SEND register, and in receipt of SEN Support/Specialist SEN Support or an Education Health and Care Plan.
- *If the decision is made to gather evidence for an EHCP* – The parents/carers and the child will be consulted about their family's and child's aspirations as well as their child and family's story. (These are recorded in the SEND Support Arrangements document). This information is in addition to notes made by the class teacher about the child's strengths and achievements as well as needs in the following four categories:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental health**
- 4. Physical and Sensory**

The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put into place, which in turn aids them to reduce or remove barriers to learning. The support provided consists of the four-part process referred to in our aims:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the child's provision to be refined and revised as an understanding of their needs becomes clearer. This cycle enables the identification of appropriate interventions that could be the most effective in supporting a pupil to make good progress and achieve their outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers as well as the views and experience of parents. The *Ordinarily Available Provision Document* will be used to map where a child is in terms of their needs in the four areas of SEN need stated above. The pupil's views and, where relevant, advice from external support services will also be considered.

Plan

Planning will involve consultation between the class teacher, SENCO and parents. It focuses on agreeing the required adjustments, interventions and support that needs to be put into place as well as the expected impact on progress, development or behaviour. There will also be a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class/nursery teacher remains responsible for working with the child on a daily basis, supported by assistants, where appropriate, as children with SEND are entitled to be taught by their teacher. Teachers will retain responsibility even where the interventions may involve group or one-to-one teaching away from the classroom. They will work closely with support staff to plan and assess the impact of support and interventions and to ensure there continues to be strong links with classroom teaching. The SENCO will provide support guidance and advice for class teachers.

Review

Reviews of a child's progress will be made regularly by the class/nursery teacher, in conjunction with the SENCO. The review process will revise and evaluate the impact and quality of support and interventions, making any necessary amendments required. It will also take account the views of the pupil, if possible, and where necessary their parents/carers.

Meeting the needs of Pupils on the SEND register

Each pupil is an individual and their provision will be recorded on their support plan as well as on provision maps when they have significant needs requiring a high level of support. Provision maps are updated and overseen by the SENCO. Intervention records are completed by teaching assistants delivering interventions with input from the class teachers so that entry and exit data is indicated in order to evaluate the impact of the targeted interventions. Costed provision is recorded for children who are in the category of SEN Specialist Support (according to a 'best fit' when mapping their needs on the Surrey SEND Profiles of Need).

The 'assess, plan, do, review' cycle is the basis of provision for children with SEND. Considering how your child has progressed against the targets set will be shared at parents' consultation meetings and/or at a meeting arranged at a different time.

A child's needs will be addressed through means such as reducing or removing barriers to learning, providing access to learning and by monitoring progress made over a given period of time. This would usually be termly but for a specific intervention could be over a shorter or longer period of time (which would usually be no longer than 20 weeks). Interventions that are evidenced (using the EEF toolkit) to have significant impact on accelerating a child's rate of progress are built in accordingly.

With the agreement of the parents/carers and after discussion with the class teacher and support staff involved, the school can refer children to outside agencies or specialist services in order to secure additional advice that helps inform targets for the child's support plan. The service will provide follow up appointments which include observations or assessments as well as a review with staff, in order to evaluate the impact of their recommendations. If it is felt necessary, parents/carers will be invited to a review and if this is not the case they will be provided with feedback.

If the needs of a pupil are proving a challenge to meet from the school's own resources (Core Offer) for supporting children who are recorded on the SEND register as 'SEN Specialist Support', evidence will be gathered from all outside agencies involved with the child as well as from progress data and current costings of provision. This evidence will be used alongside the SEND Support Arrangements document (for school age children) or the Early Years Support Plan (for Nursery children) to ascertain whether a child has significant needs in all categories of SEN and is meeting the threshold for 'Statutory Assessment' *in the Ordinarily Available Provision Document*. At this point, consideration will be discussed with parents/carers about the school making a request for a statutory assessment which could lead to the issuing of an Education Health and Care Plan.

The SENCO is responsible for keeping the SEND register up to date and this is reviewed on a *termly* basis and always prior to the termly school census. When pupils are progressing well against their targets as well as showing more than their expected progress against age related objectives or diagnostic assessments, their parents/carers will be consulted about their child receiving universal support through quality first teaching. At this stage, as the child would no longer require targeted support that is additional to or different from the majority of their peers, the child would no longer need to be on the SEND register due to their achievements and progress.

The Special Educational Needs Coordinator (SENCO), Miss Sarah Robinson, is a member of the Senior Leadership team. She has day-to-day responsibility for the operation of the SEN policy and coordination of specific provisions made to support individual pupils with SEND, including those children who have an Education Health and Care Plan.

Key roles and responsibilities of the Special Educational Needs Coordinator (SENCO):

- Co-ordinating arrangements with the class teacher/nursery teacher regarding those pupils with SEN and/or disabilities;
- Effectively managing resources for the benefit of the children with SEND;
- Monitoring SEN support plan outcomes, targets and arrangements;
- Attending relevant training, passing on knowledge and expertise gained to colleagues;
- Managing SEND provision; monitoring and evaluating the impact and where necessary amending provision;
- Providing regular feedback to the SEND Governor;
- Maintaining the SEND register and monitoring children's progress across the setting to provide an up-to-date record of pupils' needs;
- Making referrals to external agencies (with input from staff and children), and liaising with medical/health, social services and other voluntary bodies;
- Liaising with parents/carers to ensure that they are kept up to date about their child's needs and of the provision that has been organised for their child, such as information about interventions;
- Helping parents/carers to navigate external services available as well as supporting their understanding of the SEND processes and managing expectations;
- Playing a central role in managing and coordinating support for Emotionally Based School Avoidance

- (EBSA) which can potentially lead to non-attendance (EBSNA)
- Deploying support staff, alongside the Senior Leadership Team;
- Organising and chairing Annual Reviews for children with an Education Health Care Plan;
- When necessary, applying to Surrey Local Authority to request a statutory assessment for a potential EHC Plan;
- Overseeing the SEN records of all SEND pupils; both the school's records and the reports and assessments completed by other professionals;
- Assisting SEND pupils with their transition from and to other schools;
- Keeping informed of research and issues in Special Education;
- Maintaining contact with local school SENCOs/Inclusion Leaders as well as those who are further afield (such as in Specialist Settings).

The Role of the Governing Body

The nominated Governor for SEND is Mrs Sian Overton.

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND by following the requirements of the Code of Practice. The Governor, with particular responsibility for SEND, meets with the SENCO at least termly to discuss actions taken by the school.

The Governing Body will evaluate the provision for and progress of SEND pupils through:

- The Head teacher's termly report to governors;
- Ensuring that the special educational needs provision in the school complies with the measures in legislation such as the Education Act (2005), the revised Code of Practice (2014), the Special Educational Needs and Disability Act (2001) and the Equality Act 2010;
- Regularly reviewing and evaluating the Special Educational Needs Policy and the school and nursery's approach to its provision, ensuring that in the event of a complaint from a parent of a child with special educational needs, the 'Responding to Parental' Concerns policy is adhered to.

The Role of the Class Teacher, Nursery Teacher and other key members of staff in school

At Clarendon Primary School and Nursery every teacher is a teacher of every pupil including those with special educational needs and/or disability.

Key responsibilities include:

- Taking full responsibility for the provision and progress of pupils with SEND in their class;
- Differentiating whole class provision to meet the needs of the pupils;
- Creating a nurturing and rewarding classroom environment that reduces the anxiety which may create non-attendance;
- Generating support plans for children on the SEND register in their class and reviewing these on a termly basis;
- Sharing information with parents/carers about how children with SEND are being supported in their class. (This should make reference to the 'assess-plan-do-review' cycle at regular times through the school year);
- Communicating with the SENCO when children in their class are not making the necessary progress and there are additional needs, (indicated when mapping out where the child is on the either the Early Years Profiles of Need or *against the Ordinarily Available Provision Document*).
- Delegating support staff in their class to deliver interventions and provide support according to the arrangements for provision outlined in support plans;
- Providing information for provision maps to show the type of additional support and intervention a child is receiving that is additional to or different from the majority of their peers;
- Keeping the SENCO informed of any developments, including letters from home relating to any SEND pupil.

The Head teacher at Clarendon, Mr William Neale, is the designated teacher with specific safeguarding responsibility (DSL) as well as responsibility for any looked after children. The Deputy head teacher, Mrs Louise Stondzik, is the deputy DSL and she also manages the pupil premium funding. The member of staff responsible for overseeing the medical needs of pupils and keeping teaching and non-teaching staff informed of their needs by regularly updating records is Mrs Anne-Marie Bough, who is our welfare officer.

The Role of Support Staff

SEND school support staff are line managed by the SENCO, Miss Sarah Robinson, who monitors how they are facilitating the support of children with SEN; the impact that the support is having and by setting objectives in partnership with them at their appraisal.

The key responsibilities of support staff working with SEND children in Clarendon are:

- Supporting pupils' individual needs to aid inclusion of pupils with SEND within class and nursery settings;
- Building trusting relationships, identifying any anxiety triggers and helping to implement tailored support plans for those children who are worried about school;
- Giving feedback to teachers about pupils' responses to tasks and learning gained from interventions;
- Playing a vital role in the implementation of provision and monitoring of progress;
- Delivering interventions in a variety of groupings: individual, paired and small group;
- Producing resources to support children's access to the curriculum and facilitating the use of scaffolds/equipment to aid independence and reduced reliance on adult support;
- Contributing to the setting of targets linked to pupil outcomes and providing written and verbal feedback about a child's progress and achievements for SEND support review meetings and Annual Review meetings for children with an Education Health and Care Plan;
- Providing information for and contributing in meetings for children with an EHCP as well as for discussions with professionals from outside agencies, in order to help support the child to reach their potential.

SEN Provision

What does additional support mean?

SEN support can take many forms, which can include:

- A special learning programme for your child;
- Additional individual or group support from a teacher or teaching assistant;
- The making or adapting of materials and equipment;
- Adults observing your child in class, or during playtimes and keeping records;
- Helping all children to take part in class activities, e.g. by breaking instructions down, using prompts to re-focus, guiding the use of apparatus / equipment or facilitating the learning through questioning and scaffolds aimed at supporting the child to extend their thinking;
- Making sure that each child has understood their learning task by encouraging them to ask questions and also encouraging them to have a go at a learning task that may be more challenging;
- Helping other children to work with your child or join them in their play at break times;
- Supporting your child with physical or self-care needs, such as eating, getting around school safely, toileting and/or dressing.
- Planning collaboratively between home, school and professionals to make practical adjustments to support children experiencing EBSNA.

An Inclusive Curriculum

All children are entitled to a broad, balanced and purposeful curriculum.

At Clarendon:

- We aim to provide opportunities for all children to learn and experience success with a curriculum tailored to the needs of each child;
- When planning support and interventions, consideration is given to the welfare and social needs of the child, with pupils remaining with peers as much as possible;
- Wherever possible, pupils are supported within their class;
- We are committed to pupils having access to all areas of the curriculum and aim to provide the necessary support and intervention to enable this to occur.

Supporting Parents/Carers

Parents/carers will be supported with decisions in partnership with the school. There are various ways that they can find out information to help them make informed decisions and choices. Some of the places that relevant information can be found are:

- On the school website, where there are associated documents such as the SEN Information Report and related policies;
- From Surrey's SEND Local Offer website which includes other agencies who provide a service such as the Surrey SEND Information and Advice Support Service (SSIASS);
- From Clarendon School and Nursery's admission arrangements;
- Via access arrangements used in school for the completion of assessments. These are overseen by the Assessment Lead, Mr. William Neale;
- The policy on managing the medical conditions of pupils;
- Through courses/training offered to parents such as the Cygnet Programme for parents of children with ASD, the 1,2,3 Magic course and Occupational Therapy workshops;
- The Family Centre can also provide information and advice about parental support groups in the local area, for the school to pass on.

The Role and Involvement of Parents/Carers

The views and wishes of parents / carers are given due consideration at all times. Partnership with parents plays a key role in enabling children with SEND to achieve their potential.

Clarendon Primary School and Nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and can share effective ways to support them.

- If a parent/carer of a child with SEND expresses concern over their child's progress or wellbeing, an appointment can be arranged, in the first instance, with the class/nursery teacher(s), who will work with parents to address the child's needs. If necessary, a meeting can be subsequently made with the SENCO;
- Parents/carers are always consulted when an outside agency is contacted and where possible invited to attend any meetings;
- Parents/carers will be kept informed, both formally (through reports, support plans and, where appropriate, provision maps) and informally (through telephone conversations and discussions during the school day with teachers or with the SENCO);
- Prior to a child being added to the school's SEND register, discussions will take place with the parent/carers resulting in a joint decision being made. (Discussions will include whether their child is identified as needing support that is different or additional to the normal provision due to more complex needs.) If a pupil needs to move to another stage, (i.e. a request for an EHC Plan) or to be considered for being taken off the SEND register, parents/carers will be informed;
- Parents are encouraged to keep the school informed of any updates from outside agencies, including health professionals involved with their child, as well as any routines or information that would be relevant to supporting their child fully in school/nursery.
- Parents are asked to support the school vision by communicating information or concerns to enable teachers and support staff to gain the bigger picture from home to school about a pupil's needs;

- Where parents request the involvement of the Surrey SEND Information and Advice Support Service (SSIASS), the school welcomes this additional input and will work with all concerned to ensure that the pupil's needs are appropriately addressed and supported.

Supporting Pupils at Clarendon with Medical Conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including being involved in school trips and physical education. Pupils in school with medical conditions will be supported through individual health care plans as well as access to appropriate changing and toilet facilities, (training for staff in managing a child's needs in line with the Intimate Care Policy will be provided). Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Staff Training and Development

The school is committed to all staff being given the opportunity to attend additional training to meet the needs of pupils in their care. This can take the form of:

- School based training from the SENCO or other school staff with specialist training;
- The dissemination of information gained at recently attended courses;
- Completing specific training in the delivery of interventions;
- Sessions completed with guest speakers/trainers who have specialist knowledge and skills;
- Staff clinics with advisory teachers, such as Surrey specialist teachers, and where capacity allows, the Educational Psychologist;
- Courses attended with the local authority or with other specialist organisations;
- Inductions led by the Deputy headteacher or SENCO for new staff in relation to SEND policy and practice;
- Through school staff developing specialist areas of practice, e.g. speech and language and occupational therapy expertise (Communication Champions and Occupational Champions), through attending training or receiving input at school from specialists or therapists. These members of staff can then mentor and disseminate their knowledge to teachers or support staff;
- Training provided for Emotional Literacy Support Assistants, with ongoing training and supervision built in;
- The SENCO keeping up to date with SEND developments via training opportunities such as: network meetings with other Spelthorne Schools, SEN conferences and courses relevant to the role.

Admission Arrangements

Clarendon Primary School and Nursery welcomes SEND pupils and they are admitted along with all other children according to the school's admissions policy. Pupils with an Education Health and Care Plan are also admitted unless it is felt that the school cannot meet their needs adequately or where suitable provision would be incompatible with the provision of efficient education for other children.

Facilities

The school has no designated specialist unit/provision; however, where specific needs arise, the school will ensure reasonable adjustments are made. For example, where mobility is an issue, through consultation with appropriate supporting professionals, the school will usually be able to provide the required adaptations such as access to a ground floor class room with access to: the playground, lunch room and the disabled toilet. There is also disabled access to the ground floor of the building.

Resources Allocated

The budget allocation for SEND, in so far as it allows, will be spent on additional support staff, in-service training, additional resources and specific resources needed by an individual child.

Storing and Managing Information

In line with the confidentiality policy and data protection guidelines, all information relating to children will be securely managed within the school's own data management system:

- Documents relating to SEND are stored electronically on a password protected drive or on a secure password sensitive data-stick.
- Hard copies of SEND documents are stored in a lockable cupboard. This area of the school is also only accessed by a door code only known to school staff.
- Copies of relevant documentation are kept by the class teacher in a SEND folder, which they have responsibility for keeping safe in a filing cabinet which is accessed by a key held by the class teacher(s).
- Old documents are archived for 25 years in a locked area before being shredded.

Comments, Compliments and Concerns

The school is keen to work cooperatively with parents for the good of the children at all times and therefore welcomes constructive comments from parents/carers. Where comment(s) need to be addressed, these are passed onto a member of the Senior Leadership Team to be discussed and acted upon.

If a parent/carer has a concern this should be raised in the first instance with the teacher; however, if parents are still concerned and they have a complaint contact should be made with the Headteacher who will endeavour to resolve the issue. Parents may also make contact the Chair of Governors, whose contact details can be obtained from the school office. **(N.B.** For further details on raising concerns or making a complaint, please refer to the school's complaints policy which can be found on the school's website.)

As a school we also take pride in compliments received and these are duly recorded.

Monitoring and Evaluation of SEN

The quality of provision offered to all pupils, including those with SEND, informs future developments and improvements. The following aspects are some of the ways that this is built into the school's evaluation systems:

- The SEND governor visits to discuss the impact of interventions and to monitor how these are delivered through learning walks;
- SEND provision is regularly reviewed through Governor meetings and Full Governing Body Meetings;
- The SENCO monitors and reviews SEND funding through provision mapping and the use of resources;
- Regular school self-evaluation through class observations, learning walks and school to school reviews;
- Identification of school Development Plan priorities;
- Through the use of parental and pupil questionnaires and surveys;
- The completion of external audits by Surrey, e.g. Ofsted inspections;
- Developing best practice, e.g. moderation of pupil progress through work with local partnerships.

How this policy was created

This policy was created in partnership with a representation of parents of children with SEND, the SEND Governor, the SENCO, other staff within the school and pupil's views that are obtained during the course of the year.

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

A copy of this policy can be accessed either on the school website under the 'Key Information' tab, or by requesting a hard copy from the school office.

Related Policies

This policy should be read relation to the following documentation and policies:

- Teaching and Learning policy
- Curriculum policy
- Assessment policy
- EYFS policy
- Equality policy
- Equality and Single Equality Scheme
- Accessibility Plan
- Anti-bullying policy
- Behaviour policy
- Child Protection policy
- Safeguarding policy
- Intimate Care Policy
- Positive Touch Policy

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the SENCO.

Last reviewed: Summer term 2026
Date of next review: Summer term 2027

Appendices

Appendix 1 - SEN Support in Mainstream School

Appendix 2 - The Education, Health and Care Plan (EHCP) Process

Appendix 3 - Links with other schools

Appendix 4 - Key Terms

Appendix 1

SEN Support in Mainstream School

Most children with a Special Educational Need or Disability (SEND) will be able to have their educational needs met at a mainstream school, through additional support. Schools must do everything they can to make sure children with SEND get the extra support they need to be able to achieve as well as they can.

Individual Support Plans

Individual Support Plans are part of the first level of support that might be put in place for a child with additional needs. They assess the child's needs, plan support to help them progress towards targets, list the interventions to support the child and review the child's progress and support put in place. If, after the review, the school/setting decide that more support is needed then they could put SEND Support Arrangements in place (school age) or an Early Years Support Plan in place (Nursery), or request an EHC assessment.

SEND Support Arrangements

- SEND Support Arrangements or the Early Years Support Plan are a way of supporting children with SEND. They come before an Education, Health and Care (EHC) plan. Support Arrangements aim to make sure the child/family's voices are listened to, the support put in place is child-focused and all of the child's needs (including long and short-term targets) are considered.
- The Support Arrangements process starts with the parents/carers meeting with the child's teacher to express any concerns they have. At this point, the school will assess whether it is necessary to put further interventions in place to support the child, or whether no further action is needed.
- If it is decided that further support is necessary, then a One Page Profile will be completed through discussion with the child and parents. This is a summary of information about the child, for example, what they like about themselves and how best to support them. The school will also identify target outcomes for the child and the additional support/intervention they will provide to meet the child's needs. The Support Arrangements process follows the 'assess, plan, do and review cycle' in the SEND Code of Practice.



Appendix 2

The EHCP Process

If a child continues to make limited progress towards the targets set, in spite of high quality, targeted support at SEND, then the school/setting (or the parent/carer) might request an EHC needs assessment. This is a full investigation of the child's educational needs and is the first step to getting an EHC plan.

Generally, we apply for an EHC Plan if:

- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit special school provision.
- The child will require the long-term provision of significant additional support and resources beyond that available under the school's general SEN support arrangements / SEN funding availability.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. (**N.B** – Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.)

An EHC assessment might lead to a child receiving an EHC plan. This is a legal document that describes a child or young person's special educational, health and social care needs, their aims for the future and how professionals will work together to support the child or young person.

You can find out more about the process on our What is an Education, Health and Care (EHC) needs assessment? web page:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=wWfvdgPfnBI>

If the EHC assessment does not result in a child receiving an EHC plan, the Local Authority will write to the parent/carer or young person to inform them of the decision and explain how the SEN needs will be met without the need for an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child, the school and any health, educational or social care professionals who are involved with the family. The meeting will record the child's strengths, their aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Appendix 3

Links with other schools

In order to effectively support children with SEND, Clarendon Primary School actively seeks valued communication with other schools, sharing good practice and working to ensure a smooth transition for children moving from and to other schools. With this in mind the following procedures and systems are undertaken:

- The school makes every effort to seek records from previous schools attended by its pupils and to send on records to any new school as it is especially important with pupils on the SEN register to avoid any delay in receiving or passing on educational information.
- For a pupil with SEND joining school as part of an in-year admission, the SENCO will endeavour to make contact with the child's previous school in order to discuss their strengths and areas requiring ongoing support as well as information regarding the involvement of other professionals / agencies and previous and current access to specific interventions and support arrangements.
- The Early Years Leader may visit nurseries or playgroups prior to the children attending reception class induction sessions. Observations and discussions will be made with SEND children transferring into our reception class in order to ascertain the level of need and provide the required support and intervention accordingly.
- Prior to a pupil's transfer to secondary school the Year 6 class teachers will liaise with the secondary schools. The SENCO will make contact with the relevant Secondary school Leader to pass on specific SEN information for children on the SEN register, as well as for identified vulnerable children, such as those with low attendance or who are classed as 'Pupil Premium'. The SENCO and Year 6 class teachers will also work with the receiving schools to promote a smooth transition.
- Staff from the new receiving school, such as the Year 7 lead or SENCO/Inclusion Leader from the allocated secondary schools, will be invited to any Year 6 Annual Review meetings of children with an Education, Health and Care plan. If a child with an EHCP has been placed, by the local authority into a Special School or Mainstream with a Specialist Centre/Unit, the key adult(s) who will be leading on their provision will be invited to their review meeting in the summer term.
- SEND pupils are encouraged to visit their secondary school in the term before they transfer. If required, pupils with an EHC plan, or those who have more significant needs, may be offered several visits, and wherever possible, their teaching assistant will be made available to accompany them on a visit.

Appendix 4

Key Terms:

SEND – Special Educational Needs and/or Disability

SEN Support – Special Educational Needs Support

EHCP – Education Health and Care Plan

SENCO – Special Educational Needs Coordinator