Special Educational Needs and Disability Policy

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Last reviewed: March 2017
Next review due: March 2018
Special Educational Needs and Disabilities Policy

Our Vision Ethos and Aims

“Achieving together in God's light.”

Vision
We are a vibrant, inclusive school with a Christian ethos flowing throughout the school day. We value the links with St Peter’s Church, our Diocese and the local community. Our central purpose is to provide an excellent all round education and promote an enjoyment of learning.

Aims:

Faith
We teach the Christian faith whilst encouraging respect and understanding of other beliefs and cultures.

Self Esteem
We foster a sense of self-esteem where each member of the community feels valued and respected and diversity is celebrated.

We provide consistent boundaries and teach self-responsibility, resilience and independence whilst giving children the freedom to express and respect thoughts and feelings.

Love of Learning
We encourage children to be life-long learners through teaching a broad and balanced creative curriculum within a stimulating, safe, happy and emotionally secure environment (both indoors and outdoors). We recognise that all children have gifts and talents and actively encourage, support and challenge every child to achieve and be the very best s/he can be.

Community
We encourage all members of the school community to participate fully and to have a voice in the school’s decision making processes. We value the relationship and communication between the school and wider community.

At Limpsfield CE Infant School we aim to ensure our practice for children with SEND reflects our vision, ethos and aims. We respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

We believe that every teacher is a teacher of every pupil including those with SEND.

Definition of SEN
At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others 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: 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 activities.”
Key Roles and Responsibilities

SENCO
The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans. Part of the role of the SENCO is to discuss arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCO Name: Mrs Maryanne Lloyd
Contact details: maryanne.lloyd@limpsfield.surrey.sch.uk

We also have a SEND governor who particularly supports our initiatives. We have Learning Support Assistants in every class to support all children to reach their potential.

The Lead Designated Safeguarding Lead, Jenny Baird, is Headteacher. The Deputy Designated Safeguarding Lead is Maryanne Lloyd – Deputy Headteacher.

The Headteacher is responsible for managing PPG/LAC funding.

Introduction
This policy was created in partnership with Teaching Staff, Learning Support Assistants (LSAs), the Headteacher and the SENDCO. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014)

This policy can be accessed through -

- The school website under www.limpsfield.surrey.sch.uk
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The EYFS Curriculum 2012
- The National Curriculum in England Key Stage 1 and 2 framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
Aims and Objectives

Aims

At Limpsfield we believe all children are entitled to an appropriate education, one that is pertinent to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

• achieve their best

• become confident individuals living fulfilling lives, and

• make a successful transition into their next phase of education and adulthood

At Limpsfield all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community in line with our school vision, aims and ethos –

• We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
• We will use our best endeavours to give pupils with SEND the support they need.
• Ambitious educational and wider outcomes will be set with pupils together with parents and carers.

Objectives

1. To ensure all pupils, including those with special educational needs and disabilities, access all aspects of quality first teaching to enable them to reach their potential.

2. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at our school.

3. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.

4. 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, July 2014

Identification of Need

At Limpsfield we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Broad areas of need (as set out in the Code of Practice July 2014)

**Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in 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. The profile for every child with SLCN is different and their
needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**Sensory and/or physical needs**
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
A Graduated Approach to SEND Support

This diagram shows how the child and their family will be integral to our response to meeting their needs to enable them to fulfil their potential.

The new vision: A whole school approach

Quality first teaching in your school

We believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. When considering barriers to a child’s learning we are mindful that additional intervention and support cannot compensate for a lack of good quality teaching.

The Role of the Class Teacher

The role of the class teacher in providing differentiated expectations for all pupils and good quality personalised teaching is the first step in responding to pupils who may have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from LSAs or specialist staff.

Tracking or Progress and Achievement

We monitor the progress and outcomes for all pupils through our pupil tracking system and termly Pupil Progress Meetings. Pupils who are at risk of underachievement are identified and removing barriers to learning will be discussed with the year group teachers, Headteacher, SENDCO/Deputy Headteacher/Assessment coordinator and subject leaders. An action plan will be drawn up and reviewed at the next meeting. The SENDCO meets regularly with teachers throughout the year to discuss pupils on the SEND Register and their provision.

How is the decision made to place pupils on the register?
Identification of the need for SEND Support will be done through the Assess, Plan, Do, Review cycle (see diagram below) and we will use The Limpsfield Pathway Plan documents and procedures – See Appendix 1
Assess - 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 experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Learning and Language Support Service, Speech and Language Therapy Service and from health and social services where appropriate.

Plan - Where SEND Support is required the teacher will complete the One Page Profile in consultation with the child and other staff who work with them. The teacher, SENDCO and the parent/carer will put together a plan which looks at the whole child and also outlines the adjustments, interventions and support which will be put in place for the pupil 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. See Appendix 1 – The Limpsfield Pathway Plan.
Do - The class or subject 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 at least termly through Pathway Plan review meetings by the teacher, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an EHCP the LA must review the plan at least annually.

How are parents, families, children involved in this process?
Teachers and parents/carers will meet at least termly to review the support and progress of the child. New targets will be set through updating the Pathway Plan. The child will be consulted and will always be encouraged to have an input into the plan by choosing a target of their own. Pathway Plan documents are updated with the family.

SEND Provision
What does Additional Support mean?
SEND support can take many forms. This could include:
- visual support/structure to support access to learning and teaching eg. Task board, visual reminders/prompts
- structured and time bound small group support
- extra help from a teacher or LSA, Learning Mentors and other adults in school
- making or changing materials and equipment
- working with your child in a small group
- now and next boards
- task and reward systems
- behaviour logs to identify and address triggers
- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping children to work or play positively with others
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- support to develop positive learning behaviours
- support from wider professionals eg SLT, OT, Physio, LLS and Behaviour Support etc
- Precision Teaching
- ELKLAN and EASEL ideas
- Wave 3 Literacy and 1stClass@Number interventions

Managing the Needs of Pupils on the SEND Register

The Assess, Plan, Do, Review cycle will be used to address the needs of the pupil through the individual targets of the Pathway Plan and interventions. The teacher will be responsible for updating the plan in consultation with the parents/carers and with support and advice from the SENCO (see Appendix 1)
The SENCO is responsible for keeping the SEND register up to date and calling in additional support for assessment and planning from support services such as Educational Psychologist, Learning and Language Support Service, Speech and Language Therapy Service. Occupational Therapy Service, Physiotherapist etc.
The Surrey guidance on the Surrey website will be used if it is considered that there is a need to request additional funding from the LA and/or an assessment for an Education Health Care Plan.

Supporting parents/carers and pupils

We have set out how we will support parents/carers and pupils in -

- The SEN Information Report (14 questions)
- Surrey’s Local Offer which includes other agencies who provide a service
- Our school’s admission arrangements
- The schools policy on managing the medical conditions of pupils
- School website

Staff are contactable through email or in person to meet with parents to discuss their child’s needs and adopt a flexible and collaborative approach to meeting these.

Supporting Pupils at School with Medical Conditions

See our school policy on – “Access to Education for Children with Medical Needs”

Monitoring and Evaluation of SEND

We regularly monitor and evaluate the quality of provision we offer all pupils which informs future developments and improvements through –

- Pathway Plan Documents
- Class SEND Information
- Observations and Learning Walks
- SEND is kept under regular review through the various governor committees and Full Governing Body Meetings
- Our school Self Evaluation
- SDP priorities
- SEND parents consultations
- Parent Consultation Evenings
- Pupil Progress Meetings
- School Tracking Systems
- Subject Monitoring Systems
- Questionnaires and surveys of parents/carers
- SIAMS/OFSTED Inspections
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships
- Feedback from the children

Training and Development

The training for all staff is addressed through our Appraisal systems.

Reviewing the SEND Policy

In line with our Monitoring and Review Schedule our SEND Policy will next be reviewed in March 2018.
Appendix 1

Limpsfield CE Infant School – Pathway Plan Documents

Section 1 - The One Page Profile

Section 2 – Contents Page

Section 3 – The Child’s Story

Section 4 – Special Educational Needs and Other Needs

Section 5 – The Pathway Plan – Details of Interventions and Outcomes/Progress Data

Section 6 – Log of External Professional Involvement
Section 1 - My One Page Profile

What people like about me and what I like about myself

What is important to me

How best to support me
### Contents

<table>
<thead>
<tr>
<th>Section 1</th>
<th>One page profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2</td>
<td>Pathway Plan</td>
</tr>
<tr>
<td>Section 3</td>
<td>[Name]'s story</td>
</tr>
<tr>
<td>Section 4</td>
<td>[Name]'s special educational needs and other needs</td>
</tr>
<tr>
<td>Section 5</td>
<td>Pathway Plan</td>
</tr>
<tr>
<td>Section 6</td>
<td>Progress data</td>
</tr>
<tr>
<td>Section 7</td>
<td>Resources</td>
</tr>
<tr>
<td>Section 8</td>
<td>Log of external practitioners involvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Pathway Plan:</td>
</tr>
<tr>
<td>Amendment 1:</td>
</tr>
<tr>
<td>Amendment 2:</td>
</tr>
<tr>
<td>Amendment 3:</td>
</tr>
</tbody>
</table>

Who else has been included in writing this plan?
Section 3 - Story

Story – play, health, school, independence, friends and relationships, aspirations

Family Story

More information about how to support and his/her family
Aspirations

Aspirations for [Name] and his/her family

How [Name] and his/her family have taken part in this plan
<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths and skills</th>
<th>Areas of difficulty and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and Interaction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social, mental and emotional health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory and physical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Summary of other needs

**Prompt questions:**

1. Are there any concerns outside of school which impact on your child’s learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.

2. Is there anything else you feel it is important for us to know about your child’s learning and behaviour at home?

3. Is there any support you feel would help you as a parent/carer in supporting your child/family?

---

**Early Help Assessment considered but not necessary**

☐ Date of decision ____________________

**Early Help Assessment completed**

☐ Date of completion ____________________

NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.
My Pathway Plan Number 1

<table>
<thead>
<tr>
<th>My Target</th>
<th>What is getting in the way?</th>
<th>What do I need to do?</th>
<th>Who’s going to help me and when?</th>
<th>How did I get on?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>review date</td>
</tr>
</tbody>
</table>
Details of other interventions to support the child throughout the day

<table>
<thead>
<tr>
<th>Area where the child requires additional support/desired outcome of intervention</th>
<th>Intervention</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 6 - Log of external practitioners involvement

<table>
<thead>
<tr>
<th>Team/service and name</th>
<th>Date of involvement</th>
<th>Report in supporting information B (Yes/ no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>