

**Sandcross
Primary**



**Everychild
Partnership**
TRUST

Sandcross Primary School & Nursery

SEND Policy

Date:	September 2024	
Last reviewed on:	September 2024	
Next review due by:	September 2025 (annual)	
Version:	Date:	Notes:
V 2:0	September 2023	Personnel & contact details updated
V3:0	September 2024	Personnel & contact details updated

Date	Review Date	SEND and Inclusion Team	Link Governor	Responsible Body
September 2024	September 2025	<p>Richard Bates: DHT, Inclusion Lead and Designated Safeguarding Lead r.bates@sandcross.school</p> <p>Joanne Murdoch: SENDCO and Senior Mental Health First Aid Lead j.murdoch@sandcross.school</p> <p>Emma Anders: SENDCO and Designated Teacher for Children who are Looked After e.anders@sandcross.school</p> <p>Leyla Doughty: SEND Admin Assistant l.doughty@sandcross.school</p>	TBC	Everychild Partnership Trust

Our Intent for Inclusion and SEND

At Sandcross School we promote inclusion so that children with special educational needs and disabilities can achieve their full learning potential through access to a broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences. At Sandcross, every teacher is a teacher of every pupil, including those with SEND.

This policy aims to set out how we ensure the best possible outcomes and progress for all our pupils whatever their needs or abilities.

SECTION 1: BASIC INFORMATION ABOUT THE SCHOOL

Definition of SEND

The Local Governing Board is required to have regard for the SEN Code of Practice. The definition of SEN is as follows in this document:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or b)
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

At Sandcross School we are committed to the early identification of needs. We adopt a graduated

response, as recommended in the present SEN Code of Practice. This approach recognises that there is a continuum of special educational needs and disabilities, and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

We aim to provide every child with a broad balanced curriculum which meets their individual needs and provides challenges for all. All staff are involved in meeting the needs of individuals. We encourage effective and genuine parent partnership.

RESPONSIBILITIES :

It is a whole school responsibility to meet the needs of children with SEND.

The Local Governing Board has a mandatory responsibility towards the children with SEND.

They are responsible for:

- Ensuring provision is made for pupils with SEND
- Ensuring children with SEND join with all pupils in the activities of the school as far as possible
- Governors will support the implementation of the SEND policy
- Having regard to the SEN Code of Practice when carrying out their duties to pupils with SEND
- Ensuring parents are notified of any decisions to support, or changes to a child's provision

There is a designated SEND governor (see the website).

The Headteacher, Mark Richards, has overall responsibility for the day to day organisation of SEND which he has delegated to the Deputy Headteacher and the SENDCOs.

Richard Bates is the Deputy Head and Strategic Lead, Emma Anders and Joanne Murdoch are the SENDCOs.

Responsibilities of SENDCOs

- Overseeing the day to day operation of the SEND policy
- Coordinating the provision for children with SEND through the development of the provision map
- Managing the professional role of the Teaching Assistants
- Advising and supporting school staff
- Contributing to the professional development of Staff
- Monitoring children's progress
- Ensuring that class provision maps, ISPs and IPMs are in place and reviewed
- Ensuring that relevant information about children with SEND is collected, recorded, updated, and disseminated
- Liaising with external agencies including SEND management, the Multi professional Team, Health and Social Services
- Ensuring liaison between parents, outside agencies and other professionals

The Designated Teacher for Children who are Looked After will:

- Promote a culture in which children who are looked after believe they can succeed and aspire to further and higher education
- Ensure that the teaching and learning needs of the child who is looked after are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- Ensure that the views of the child who is looked after are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Prioritise children who are looked after for one-to-one tuition
- Promote good home-school-agency links

Responsibilities of Class Teacher

- Belief that every teacher is a teacher of SEN and to promote inclusive practice in the classroom and to take responsibility for the progress of all learners
- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable deployment of support staff
- Familiarising themselves with children's records and information regarding their children with SEND.
- Supporting children in achieving personalised SMART targets outlined in the SEND support arrangements
- Plan and implement appropriate provision for children as detailed in our whole school, class and individual provision map and as mapped out in the graduate response
- Plan, implement and review class and Individual support/provision maps for children by working closely with the Inclusion Team and support staff
- Keeping the SENDCo informed of any changes to need or circumstances
- Using and implementing advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns, or concerns expressed by parents
- Undertake appropriate training

Teaching Assistants are Responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENDCo.
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the SENDCo regarding children's progress in achieving individual targets
- Keeping records of their work with individuals or groups

Role of our Children

We encourage all our children to use their 'pupil voice' and consider them to be at the heart of everything we do by:

- assessing their needs
- setting learning targets
- taking part in their annual review
- talking to them about how they learn best and what helps them to learn to their full potential

Parents support their child with encouragement, positive reinforcement, attend meetings and reviews.

Partnership with Parents

At Sandcross School, we value greatly the role parents play in their child's learning and the invaluable and influential impact of parent involvement on pupil progress. Children and families are at the heart of the SEND support process. We feel it is important to gain their perspective about how their child is learning.

Our Well-being team works closely with parents, supporting them by meeting with them at home or school. Parents can make contact with staff either informally in the playground, or by requesting a meeting. Parents are notified early of any concerns about their children. They are informed in person when a child's name is placed on the SEND register.

Parents are informed when a member of the Multi Professional team visits their child and parents may be

invited to a meeting with the professional and the SENDCo to share their advice.

From following the graduated response, some children may have an Individual Support Plan - progress towards outcomes and targets will be shared with parents termly. Children with an EHCP have their support and provision detailed in an Individual Provision Map. Again, these will be shared termly with parents. Parents are welcome to add and share their contribution to these documents.

SENDCos host half termly virtual drop ins for parents to raise any concerns or ask questions. However, parents are welcome to make contact at any point of the academic year.

We respect the differing needs of parents such as disability, communication or language barriers. For example, we will try to find a translator for parents whose first language is not English.

2: Admission Arrangements

We welcome all children to Sandcross School and endeavour to ensure that the appropriate provision is made to cater for their needs.

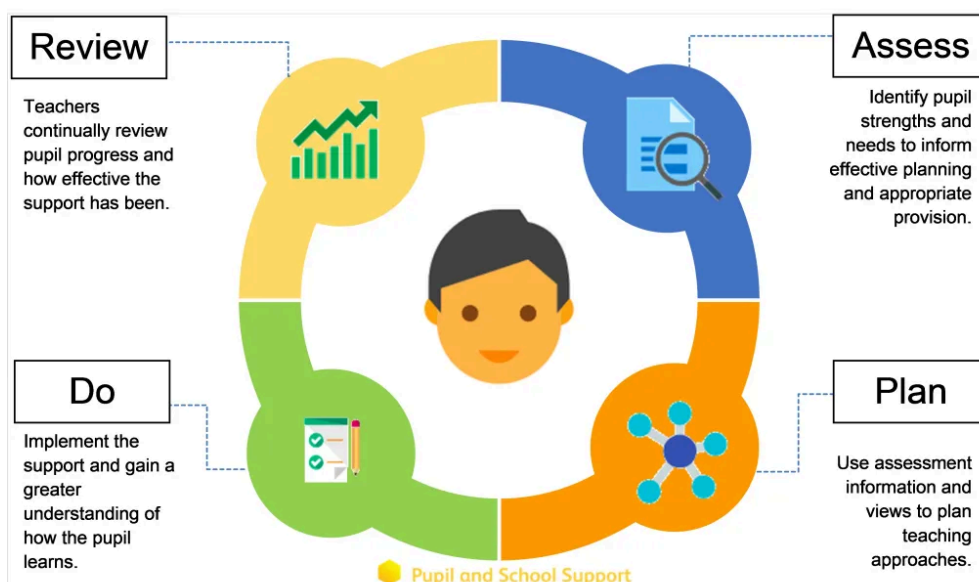
Pupils with Education, Health and Care Plans (EHCPs) are admitted to the school, and fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Children with special needs and disabilities will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

3: Arrangements for Coordinating SEND Provision

The SEN Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum. We follow a graduated approach:



Should a child fail to make progress over time, it may be necessary to request advice and support from the multi professional team or other professionals and increase or modify the support arrangements to meet Additional Needs. The range of support provided will vary between individuals according to their level of need.

The next stage of the Profile of Need is potentially requesting statutory assessment in an Education, Health and Care Plan from the LEA. This only occurs in a very small number of cases when a child's special educational needs are a significant cause for concern.

Support for children with SEND is planned and reviewed on a termly basis. The class provision map details all additional support arrangements for children with SEND on Wave 2 provision. The SENDCos meet with class teachers and support staff to review and quality assure the class provision map.

Staff cater for all learners through a graduated response. We use the Surrey Profile of Need to identify need at the earliest opportunity and then make effective provision to improve long term outcomes for our children.

Universal Quality First teaching is about having high expectations and meeting the needs for all learners to ensure children make progress from their starting points and achieve success. Whole class work is differentiated to match all children's needs.

School SEND Support- the majority of children will have their needs met through the provision of tailored school or specialist SEND support. Time limited, additional support or appropriate intervention put in place to support learning.

Specialist SEND Support - Outside agencies may be referred to ensure children receive specialist support aimed at minimising the gap and maximising learning. Where a child continues to make less than expected progress or work at levels substantially below those expected of, school will consider involving specialists.

Statutory Assessment - where, despite relevant action to identify, assess and meet SEN, the school or parents may consider requesting an EHCP needs assessment.

We provide a wide range of arrangements such as:

Small group work or individual support within the classroom
Groups for catch up: language programmes eg NELI (Nuffield Early Language Intervention) or Speechlink (Receptive language), phonological skills, spelling, Pre-teaching Vocabulary groups, Precision Teaching, Social skills, Emotional Literacy Support including 'Draw and Talk' or Play Therapy, Fine Motor Skills (Clever Fingers) and Touch Typing are available, Behaviour monitoring through Personal Development Plans and reward systems, Individualised programmes of work
Increased use of laptop and ICT
Use of visual symbols (Widget) or Makaton signing to aid understanding
Support is reviewed and amended as necessary each term according to each child's progress in relation to National Curriculum attainment and personalised targets and outcomes

4. Facilities for Pupil with SEND

Children with SENDs spend the majority of time learning with their peers in their classroom. There are resource areas, an Emotional Literacy, Sensory room and Physio room (with hoist) where individuals or small groups may work from time to time with a learning assistant or teacher. We have a disability friendly site which is accessible to wheelchair users and has access provision to toilets (one with hoist) across the building.

5. Allocation of Resources

The delegated SEND budget is used for the SENDCo salary, classroom assistants and individual support assistants.

A budget is also allocated each year according to the resources needed to carry out the SEND Action Plan. Children with an EHCP are provided with additional funding from Surrey County Council.

SECTION 2: IDENTIFICATION, ASSESSMENT AND REVIEW

At Sandcross, we are committed to identifying additional needs early and to act swiftly to remove any barriers to a child's learning which could be hindering their learning and progress. We work closely as a team to ensure we get to know the children in our care so we can provide the best possible provision for them.

We recognise that children learn at different rates and that there are many factors which may affect their learning, including their development, emotional regulation, readiness to learn, and maturity. We understand that many pupils, at some time in their school career, may experience barriers to their learning.

SEND Support Graduated Approach and Identification Process

To support identification of children with SEND, we follow this pathway:

STEP 1: Assess

- If new to school, information gathered from previous feeder schools or pre-school settings, parents or outside agencies such as speech therapists, medical professionals, Educational Psychologists, Portage and SEND advisers.

- Ongoing assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite Quality First Teaching (Note A) or
- Concerns are raised regarding emotional well-being or behaviour
- Use Surrey SEND Profile of Need for advice/strategies on QFT
- These concerns could also be raised by the parent/carer or an external agency
- Gather further information from the Foundation Stage profile, SATs, Pupil Achievement Meetings, Nuffield Early Language Screener, Speechlink Speech and Language screener, individual Salford or York reading tests and SPAR spelling tests, GL dyslexia screener, PhAB, BPVS III, CTOPP, STAR analysis or the Boxall profile may all be used in furthering analysis of children's needs

STEP 2: Plan and Do

- Class teacher leads on setting outcomes (QFT provision)
- Class teacher has a discussion with child about needs
- Class teacher leads on setting targets and meets with parents/carers to discuss concerns and agree actions for school and home - these are detailed on the class provision map
- Interventions discussed with SENCO and implemented at SEND meeting
- Child added to Monitoring List
- Class teacher plans QFT and extra support and other rigorous interventions to target need (Notes B and C)
- Consider steps on Surrey Profile of Need and Graduated Response

STEP 3: Review 1 followed by Assess, Plan and Do

STEP 3: Review 1 followed by Assess, Plan and Do	STEP 3: Review 1 followed by Assess, Plan and Do	STEP 3: Review 1 followed by Assess, Plan and Do
---	---	---

STEP 4: Review 2 followed by Assess, Plan, Do and Review

- CT/TA share observations or concerns with SENDCo.
- CT meets with child to identify feelings and wishes
- Meeting with parents to gain their views.
- Agree whether the child should be moved to SEND Register or remain on the Monitoring List
- Review using the Surrey Profile of Need and Graduated Response as reference.

↓	↓
Not SEN <ul style="list-style-type: none"> • Currently underachieving • Address other factors e.g. attendance • Review what else can be done 	SEN <ul style="list-style-type: none"> • Continue the Assess, Plan, Do Review Cycle - targets to be set on Class Provision Map/ISP as needed • Formally record at SEN on Pupil Asset • Discuss with parents regarding adding onto the SEND register • refer to external agencies as required.

Children who are identified as requiring School SEND Support, Specialist SEND Support and Statutory Assessment through the Surrey Profile of Need are added to our SEN register. This is reviewed termly with professionals who work with the child.

Class Provision Map and Individual Support plan targets and outcomes are reviewed with the class teacher termly under the guidance of the SENDCOs and shared with the parent/ carer by the class teacher.

Education Health Care Plans

For children who have very complex needs, or who fail to make progress despite receiving high quality class teaching and a high level of individual provision in accordance with the graduated response, it may be appropriate for school to request that the Local Authority undertake an Education, Health and Care needs assessment, in line with the Surrey Profile of Need. This could lead to the Local Authority issuing an Education, Health and Care Plan (EHCP) for the child.

An EHCP is an in-depth document which describes the child's SEN and any health or social care needs which relate to their SEN. The EHCP also specifies the outcomes sought for the child and the provision needed in order to achieve these outcomes. Parents and carers of children who are awarded an EHCP are fully involved and supported in this process from the outset through liaison with the SEND team. The EHCP is annually reviewed with parents and any outside agencies involved with the child.

INCLUSION AND CURRICULUM ENTITLEMENT

The National Curriculum's statement on Inclusion sets out three principles that are essential to developing a more inclusive curriculum:

Setting suitable learning challenges;

Responding to pupils' diverse learning needs;

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Sandcross School all children are entitled to a broad balanced curriculum.

We aim to identify barriers to learning as early as possible.

We enable access to the curriculum through differentiation of the curriculum, additional resources, additional adult support, specialist equipment and/or small group work.

We make special access arrangements for tests where appropriate.

We seek advice from the multi professional team and other professionals in order to maximise children's access to the curriculum.

All children are included in every aspect of the school life such as trips, extra- curricula activities, Pupil Parliament, positions of responsibility.

We have high expectations for all pupils.

EVALUATION OF THE POLICY

The policy is subject to a yearly cycle of monitoring, evaluation and review by the SEND Local Governing Board representative.

The SENDCO, school leadership team and Local Governing Board evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

The numbers of children placed on the SEND register, and their need and level of need is evaluated and adjusted as necessary each term with reference to the LAs Profile of Need document. The effect of provision is evaluated each term through analysis of assessment and intervention data and is adjusted

accordingly.

PROCEDURES FOR CONCERNS

Parents contact the class teacher in the first instance when they have a concern about their child. Subsequently, they may wish to speak with the Deputy Head Inclusion, SENDCo or the Head teacher. Finally, they can contact the Local Governing Board.

The Surrey Parent Partnership helpline and the support group Family Voice is available for parents who wish further information or support. Information can also be found on the Surrey Local Offer website www.surreysendlo.co.uk

SECTION 3: STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES

1. STAFF DEVELOPMENT

SENDCOs have an open door policy and are there to support and guide staff when needed. Staff are encouraged to come and speak informally at the earliest opportunity if they have a question or are concerned about a child's learning or wellbeing. Staff are encouraged to complete a TRIAGE form for review at weekly Care Committee meetings, if they feel a child needs further support or following a discussion with a SENDCO.

In addition, the SENDCOs hold termly SEND meetings to review and oversee Class and Individual Provision Maps with the class teachers.

Any issues relating to SEND are raised in staff meetings.

Staff are involved with further training in line with the School Development Plan. The SENDCOs will deliver termly INSET related to SEND to teachers and support staff and in line with the needs of the cohort.

The SENDCOs meet with new staff, ECT and SCITT students to induct staff on SEND policy.

2. INVOLVEMENT OF SUPPORT SERVICES

The Multi Professional Team consists of the Educational Psychologist, Behaviour Support Specialist Teacher, Learning and Language Specialist Teacher, The School Nurse, Educational Welfare Officer and Social Services Locality Team staff. The involvement of the Multi professional team is mapped out at a yearly planning meeting in the autumn term.

Involvement of these professionals is by referral. (Referral to the Educational Psychologist, Behaviour Support or Learning and Language Support requires parental permission). These professionals provide consultation to school staff about SEND issues and individual pupils.

Settled Travellers or children with English as an Additional Language who have Cognitive or Learning Additional language needs are supported by REMA the Race, Equality and Minority Advice support teachers.

Additional specific health needs at present are supported by the epilepsy nurse, diabetes nurse, the cystic fibrosis nurse, the dysphagia team and the physio team supporting Cerebral Palsy.

Children with Acquired Brain Injury are supported by the outreach worker from Tadworth Court. Referrals with parental permission can also be made directly to the Mainstream Speech Therapy Service for children of Nursery age and upwards. The school has termly visits from a Speech Therapist, who can

provide assessment and short block therapy. We have a lead TA qualified in dyslexia who also supports our speech and language children within the school.

Occupational Therapy and the Physical and Sensory Support Service also visit the school where referrals are made in conjunction with parents. Advice is sought in conjunction with Visual Impairment and Hearing Impairment and use ICT advice where appropriate.

For children who have an Autism Spectrum diagnosis, the school is supported by the Linden Bridge school outreach worker and for those with Moderate Learning Difficulties there is the support of the Woodfield outreach worker.

The school can also make direct referrals to the Child and Adolescent Mental Health Service or the Community Paediatrician. These are done so in conjunction with parents and staff who know the child well.

3. LINKS WITH OTHER EDUCATIONAL ESTABLISHMENTS

The SENDCos liaises with the relevant staff at feeder schools and nurseries and meets with staff from local secondary schools and special schools at transition.

All SEND information is now stored electronically. These files will be sent via Egress to the receiving schools. Any paper files will be handed over to the receiving school.

Year 6 children with SEND have a visit from the Head of Year and the SENDCo in the summer term and make a visit to their new establishment.

Children with a hearing impairment will take part in a buddy group with children from other mainstream schools before transferring to Secondary school.

4. LINKS WITH CHILD HEALTH SERVICES, SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND VOLUNTARY BODIES

The SENDCOs can make referrals to the School Nurse or can refer to other health professionals such as the Community Paediatrician, Child and Adolescent Mental Health service, Occupational Therapy, Paediatric Speech Therapy, Jigsaw or Learning Space.

The Well-being team can make referrals to Social Services and the Family Support Worker for families who need additional support, with parental permission. These services will then decide if the referral meets their criteria for involvement. Children who have poor attendance are referred to the Inclusion Officer who can then provide parental and family support.

**Fair doesn't mean
giving every child the
same thing,
but giving every
child what he or she
needs.**

-Rick Lavoie

