



SEND POLICY

(Special Educational Needs and Disabilities)

Knaphill Federation of Schools	
Policy: SEND	
Governors' Committee Responsible: Children & Learning	
Policy Originator: R. Chereau	Review Period: Annual
Status: Statutory	Next review Date: Autumn 2020

Policy on Special Educational Needs and disability (SEND)

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2015) and has been written with reference to the following guidance and documents.

- Our SEND Information Report (which can be found on our website)
- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with Medical Conditions December 2015
- Teachers Standards 2012
- School Policies which can also be found on our website or from the school office.

At Knaphill Federation of Schools, we aim to demonstrate through our work that we positively value and respect children and adults of all ethnic origins/racial groups, sexual groups, religions, cultures, linguistic backgrounds and abilities in line with 2010 Equalities Act.

We aim to:

- Comply with the SEND code of Practice 0-25 (January 2015)
- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Ensure all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- Ensure all children are given equality of opportunity to participate fully in school activities
- Provide every child with opportunities to meet personal standards of excellence
- Ensure early identification of special educational needs
- Remove barriers to learning and achievement
- Effectively assess and monitor needs
- Provide appropriate provision for children with SEND (Special Educational Needs and Disabilities)
- Ensure maximum opportunities for effective inclusion throughout the school to develop the children's independence, as appropriate to their level of need
- Ensure close and effective partnership between parents, school and outside agencies
- Include and value the contribution of all families to our understanding of equality and diversity
- Ensure children's views are valued and listened to
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities

We aim to give all children the opportunity to:

- Fully participate in their learning and achieve their best
- Observe, investigate, question, learn to think for themselves and collaborate
- Develop curiosity, imagination and creativity in a safe and secure environment
- Be inspired to develop a positive attitude towards learning
- Attain independence in all aspects of learning and development
- Respect and care for the world around us
- Develop understanding of environmental and global issues
- Understand how to live active and healthy lives
- Celebrate being part of a diverse local, national and global community.

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with a SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To work within the guidance provided in the SEND COP, 2015
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To enable pupils to have their voice heard
- To communicate with the Governing Body to enable them to fulfil their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To clarify the roles and responsibilities of staff and governors

Definition of SEND

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they

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

We aim to identify the needs of the child, in order to help us can identify what actions the school needs to take to best support the child's learning and welfare.

The Code of Practice 2015 describes 4 broad categories of need.

- Communication and Interaction, including: SLCN (Speech, Language and Communication Needs) and ASD
- Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation
- Social, Emotional and Mental Health Needs
- Sensory and/or physical needs

Supporting Pupils and Families

The Surrey Local Offer can be found on the Surrey Council website www.surreylocaloffer.org.uk and this will provide information on what is available in the area. Parents without internet access should contact the Inclusion Leader for support in finding the information they require.

The school SEND information report is available on the school website or from the school office.

Principles

The Federation of Knaphill Schools promotes positive recognition, understanding, knowledge and celebration of differences.

- We will ensure that the opportunities and activities in the learning environment are available to all children and their families.
- We recognise that every child is unique and a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued and responsible member of the local, national and global community.

We endeavour to provide a happy, safe and caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning.

Procedures

The Federation of Knaphill Schools has wide experience in dealing with children with a variety of needs. A central resource base is equipped with additional materials and there are designated SEND intervention rooms. Knaphill Junior School has a computing suite and Ipads and the Knaphill Lower School use 'Learn Pads' to support learning.

Curriculum Access, Breadth and Balance

Our policy is to provide access for all children to the National Curriculum. Our curriculum encourages

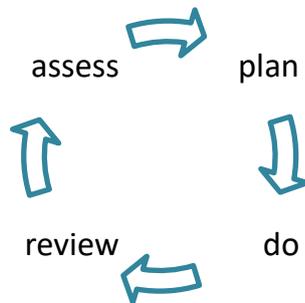
- Children and families to develop positive attitudes to people who are different from themselves.
- Children to empathise with others and to begin to develop the skills of critical thinking.
- Different ability groups and different needs are catered for through differentiated planning. Classrooms are organised and managed with this in mind.
- Children with SEND are fully integrated into the life of the school.

Identification, assessment and review

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers but also directly by the Inclusion Leader.

The progress and attainment of all pupils is reviewed and discussed half termly and in addition to this, any teacher or member of staff can discuss concerns about a pupil with the Inclusion Leader at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

To support our work with SEND children, we use a continuous cycle of



to identify the best support for each child.

Different children need different levels of support in order to fulfil their potential and achieve their best. If necessary, advice about the best level of support is sought from outside bodies, such as the Educational Psychologist. Throughout this process, on-going discussions take place with parents/carers.

Our provision mapping tools are used to benchmark and evaluate the impact of interventions. This is monitored closely by the Senior Leadership Team. Different interventions are used to meet different needs at different points in a child's school career. Our regular evaluations, monitoring and tracking of children and interventions means that we are well placed to identify the most appropriate intervention for children to meet their needs.

Reviewing Individual Support Plan (ISP) outcomes termly and data tracking meetings ensure that children's targets are being met. We use these discussions to decide whether targets, strategies and provision needs to be adjusted. We welcome input from parents and children as part of this process.

Managing Pupils' Needs on the SEND Register

Once a pupil is included on the SEND register a One Page Profile is drawn up by the Inclusion Leader in consultation with class teacher, teaching assistants and the pupil, where possible. When appropriate, additional advice may be sought from external agencies to inform effective intervention. The child's One Page Profile feeds into their Individual Support Plan (ISP) which allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly.

The Support Plan (ISP) should include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria outcomes (to be recorded when the Support Plan is reviewed)

Individual outcomes should be written, chosen from those relating to the key areas of communication, English, Mathematics, and behaviour and social skills that match the needs of the child. The ISP should be discussed with the child and the parents. Parents should be informed of their child's progress towards their ISP targets.

If a pupil does not make the expected progress then advice may be sought from external agencies which may include social, medical as well as educational services.

Education Health Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health and Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a pupil's progress, the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

Criteria for Exiting the SEND Register/Record

Following termly reviews, it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the Inclusion Leader and the Class Teacher at the termly reviews.

Inclusion and Integration Arrangements

The school is fully committed to inclusion and aims to provide equality of opportunity for all pupils. Work is differentiated by task, support, resources, input or outcome to meet the needs of pupils. This applies to all children, including those with the full spectrum of SEND. Support is usually given in small groups or individually, and will be within the context of the ongoing class work (where appropriate) and current Individual Support Plans (ISPs).

Supporting Pupils at School with Medical Conditions

We recognise that pupils at The Knaphill Federation of Schools with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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. Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Information Regarding Training for Staff

All staff are consulted on their individual training needs and the needs of the school are also considered. It is part of the role of the Inclusion Leader to provide training and support for colleagues. The school's Inclusion Leader regularly attends the LA and Cluster SENCo network meetings in order to keep up to date with local and national updates in SEND. Training is ongoing, in response to identified need.

External Support for SEND

Support services who are involved in supporting the school are:

- Educational Psychology Services
- Learning and Language Support
- Behaviour Support
- Speech and Language Therapy
- Paediatric Occupational Therapy
- Paediatric Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)

Parent Partnership

The involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the class teacher and asked for their views. Thereafter parents are consulted at all stages. Parents are involved in all decision making. Outside agencies will not see a child, without parental permission. All reports from Outside agencies are shared with parents.

Surrey SEND Information, Advice and Support Service (SSIASS) can provide independent advice and support to the parents of children with SEND in Surrey.

Links with Other Schools

When pupils change schools all SEND records are passed on. The school makes every effort to ensure a smooth transition and timely and accurate information sharing. Children with SEND are discussed with their receiving school, who are invited to attend all appropriate review and transition meetings.

Arrangements for Co-ordinating SEND and Inclusion Provision

The SEND register is kept electronically. Individual children's programmes of work are monitored using the Provision Mapping and regular pupil tracking. Each class teacher has a record of the children in their class who are currently on the SEND register. These are kept in the class SEND folder. Complete copies of these are given to the Inclusion leader. Any outside agency reports are also kept in the class file and by the Inclusion Leader.

Storing and Managing Information

All SEND Information is stored in a locked filing cabinet. The information is shared with staff working with the pupil. Class teachers hold SEND files which are stored securely in the classroom. At the end of each year the information is transferred to the next class teacher and discussion held to ensure transition is efficient and effective.

When a pupil moves to another school the records transferred to the new school. The originals are passed onto the new school.

Evaluating Effectiveness of the Policy

Our success criteria are as follows:

- All staff are aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to outcomes set
- All children will be given equal opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise self esteem
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies

- The views of children will be valued and considered

Complaints Procedures

We will endeavour to act swiftly and positively to address the issues directly. The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Monitoring and Evaluation of SEND

The monitoring and evaluating of provision is an ongoing process. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils. Where a need is identified beyond this, we will find a provider who is able to deliver it. Training is ongoing in response to identified needs. Specialist equipment will be considered on an individual basis.

Responsibilities:

Co-ordination of Provision

The Inclusion Leader: The Special Educational Needs Co-ordinator (Inclusion Leader) is Mrs Ruth Chereau.

The Inclusion Leader is responsible for:

- Overseeing the day to day operation of the SEND and Inclusion policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
-

Working with the Federation Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Liaising with and advising all staff, teaching and non-teaching and the SEND governor
- Updating the Provision Mapping

The SEND designated governor is Mrs Claire Larkin

The Governing Body is responsible for:

- Ensuring that the school complies with current legislation regarding race relations, equal opportunities, disability and SEND.

The Class Teacher is responsible for:

- Familiarising themselves with the children's records and information regarding their SEND
- Differentiating the curriculum to meet the needs of all children including those with SEND
- Supporting individuals in reaching Support Plan targets
- Keeping the Inclusion Leader informed of any changes to need or circumstances
- Identification through observation and ongoing assessment of other children with SEND
- Informing Inclusion Leader of their concerns or concerns expressed by parents /carers
- Communicating with parents about their child's provision and progress

The Teaching Assistants are responsible for:

- Supporting individuals or groups of children in accessing the curriculum
- Following Support Plan outcomes and programs of work set by teachers and outside agencies
- Keeping records for Support Plans as required

The Parents are responsible for:

- Attending meetings and reviews
- Providing up to date information about their child's needs and well-being
- Support their child, give encouragement and positive reinforcement

Assessment recording and reporting procedures

Assessment and recording for children with SEND is completed according to the school's Assessment Policy and Assessment for Learning Policy.

Summary for parents

At The Knaphill Federation of Schools we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. Children with SEND are welcomed at Knaphill Federation of Schools. The school makes provision for children with

- Communication and Interaction, including: SLCN (Speech, Language and Communication Needs) and ASD
- Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation
- Social, Emotional and Mental Health Needs
- Sensory and/or physical needs within the constraints of the building allow, physical disabilities and sensory impairments.
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Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs. In addition, parents will be given regular and detailed feedback regarding their child's progress. Prior to admission, it is the School's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment.