



Walsh Church of England Junior School

Special Educational Needs and Disability policy September 2022

Review: Autumn 2024

A positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all.

This policy has been created in partnership with the Head Teacher, the SENDCO and the Senior Leadership Team, and it complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014). It 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 National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies:

- School Safeguarding Policy
- School Accessibility Plan
- School Behaviour Policy

Contents

Introduction.....	4
Through our inclusive, Christian values:.....	4
What is SEND?	4
Key Roles and Responsibilities	4
SENDCO	4
The SENDCO’s responsibilities include:.....	5
The Class Teacher’s responsibilities include:.....	5
Governors	6
Safeguarding Team.....	6
Aims and Objectives	6
Aims:	6
As a school, we will:.....	7
Identification of Needs	8
Identifying children at SEN (SEN Support).....	8
A Graduated Approach to SEN Support	9
How the school decides whether to make special educational provision	9
The four-part cycle:	10
SEN Support.....	11
What does SEN Support mean?	11
SEN Support has two levels:	11
Managing the needs of Pupils on the SEN Register	12
The class teacher is responsible for:	12
Special Needs Assistants are responsible for:	12
The SENDCO is responsible for:.....	13
Criteria for removing pupils from the SEN Register	13
Teaching and Learning.....	13
Moving to an EHCP (Education, Health and Care Plan).....	14
Staff Expertise.....	14
Adaptations to the Curriculum Teaching and Learning Environment.....	15
Access to extra-curricular activities.....	15
Children with social, emotional and mental health needs.....	15
Supporting pupils at school with medical conditions.....	16
Transition Arrangements.....	16
Transition to Secondary School.....	16
Storing and Managing Information	17

Complaints.....	17
Surrey’s Local Offer	17
Walsh C of E Junior School’s SEN Information Report and School SEN Support.....	17
Equal Opportunities.....	17
Access to this policy.....	17
Reviewing the SEND Policy	18
Appendices:	18
Appendix 1 Quality First Inclusive Teaching Provision Map	18
Appendix 2 Request for Inclusion Leader Support Form.....	18
Appendix 3 SEND Support Flowchart	18
Appendix 4 School SEN Support Provision Map	18
Appendix 5 Specialist SEN Support Provision Map.....	18
Appendix 6 School SEN Support Provision Map – Available Interventions	18
APPENDIX 1.....	19
APPENDIX 2:.....	21
APPENDIX 4:.....	23
APPENDIX 5:.....	25
APPENDIX 6:.....	29

Introduction

At Walsh Church of England Junior School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

Through our inclusive, Christian values:

- we believe in quality education, high expectations and enjoyment for everyone in our school community.
- we respect the unique contribution which every individual can make to the community and 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.
- every teacher is a teacher of every pupil including those with SEND

What is SEND?

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

SENDSCO

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

The SENDSCO at Walsh C of E Junior School is Mrs Marie Kirwin.

She is our Deputy Headteacher and Inclusion Leader and is also one of our Designated Safeguarding Leads (DSL). Mrs Kirwin is also the line manager for our support staff.

She can be contacted on the school telephone number or by emailing:

marie.kirwin@walsh-junior.surrey.sch.uk

The SENDCO's responsibilities include:

- Redrafting all appropriate documentation including the school's SEND policy
- Taking day to day responsibility for the operation of the SEND policy and provision
- Carrying out analysis and assessment of the children's needs
- Supporting class teachers in planning, delivering and reviewing interventions at least once a term
- Developing, managing and reviewing Provision Maps (Provision Management) for each year group to ensure provision is matched to the needs of the SEN children
- Overseeing and updating the records of children with special educational needs
- Developing and maintaining positive and constructive relationships with parents through formal and informal meetings
- Liaising with external agencies
- Keeping the Head Teacher and Governing Body informed of developments as and when necessary and at least annually
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Organising training for staff on training days and during directed time as required
- Coordinating the deployment of TAs supporting pupils with SEN with the Head Teacher
- Collating and completing applications for Education, Health and Care Plans for pupils whose needs cannot be met by the interventions currently in place
- Organising annual reviews and the relevant paperwork

The Class Teacher's responsibilities include:

- Ensuring that the SEND Policy is put into practice
- Identifying children who make little or no progress in spite of differentiated learning opportunities being provided
- Reporting these children to the SENDCO
- Contacting parents to discuss concerns about a child
- Working with the SENDCO and parents in collecting and recording information about the child in determining the action to be taken
- Planning, reviewing and updating the provision, with the support of the SENDCO, at least once a term and recording this on the Class Provision Map and Individual Provision Maps (IMPS)
- Ensuring that all children with SEND have balanced access to working with the class teacher, the teaching assistant and independently in all National Curriculum subjects throughout the week
- Under the guidance of the SENDCO, plan appropriate activities to be used within the classroom and in intervention programmes delivered by the TAs

- Liaising regularly with relevant classroom assistants as to planning, objectives and the children's progress
- Deploying classroom assistants flexibly and effectively to support SEN pupils
- Accepting and valuing the contributions of parents in their child's learning and identifying the best way of involving parents in working with the school
- Providing information for outside agencies
- Implementing suggestions made by outside agencies
- Contributing to annual reviews
- Ensuring any other teachers, such as supply teachers, music specialists etc, are made aware of the special needs of appropriate
- Informing Parents of the provision that has been implemented

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Gloria Benson. She meets with the SENDCo at least termly to discuss actions taken by the school.

Safeguarding Team

DSLs: Gillian West (Head of School), Marie Kirwin (Deputy Headteacher and Inclusion Leader) Lisa Wright (Upper School Phase Leader), Andrew McLaren (Lower School Phase Leader) and Rachael Harmsworth (Pastoral Lead)

Pastoral Lead: Mrs Rachael Harmsworth - this role includes that of Home School Link Worker (HSLW)

Responsible for managing PP/LAC funding: Gillian West

Responsible for managing the school's responsibility for meeting the medical needs of pupils: Marie Kirwin

Safeguarding Governor: Ceri Hurcombe

Aims and Objectives

Aims:

- To create a school environment in which all children are included, valued and challenged whilst having full access to all aspects of the school life both curricular and extra-curricular
- To ensure that the Special Educational Needs (SEN) of all children are identified and met throughout the school through the inclusive curriculum
- To support children, regardless of their special educational need, to become confident, independent learners

- To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND
- To support parents in identifying their children's special needs, accessing professional advice and meeting their children's needs

As a school, we will:

- Use the levels of intervention as described in the SEN Code of Practice
- Use the Surrey "Profiles of Need" tool to establish the level and type of support a child requires.
- Identify children, in line with the Code of Practice, with SEND as early as possible
- Ensure that all children have access to a balanced and broadly based curriculum
- Ensure that no child will be excluded from any learning activity due to their impairment or learning difficulty (unless the activity would be detrimental to their needs and education)
- Ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any pupil
- Ensure that children with SEND do not become overly dependent on adult support by working independently, with the class teacher and the teaching assistant at least once a week
- Provide every child with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for differentiated work that is appropriately matched to learning needs and ensures progression
- Use a range of organisational approaches to ensure learning needs are properly addressed
- Deploy a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all children can take part fully and effectively, providing equality of opportunity
- Create effective learning environments in which children's achievements are celebrated and independence is fostered
- Ensure that assessments are appropriate, giving children opportunity to demonstrate their own knowledge and attainment through appropriate means
- Set inspirational yet attainable targets for learning
- Help children manage behaviours that hinder either their own or others learning
- Ensure that parents are able to play their part in supporting their child's education
- Inform parents about all expressions of concern
- Keep parents informed and involved at all stages of the SEN process
- Inform parents of any outside intervention
- Ensure that our children have a voice in this process
- Liaise with outside agencies to ensure high quality provision

Identification of Needs

The SEND Code of Practice July 2014 identifies four areas of Special Educational Needs. There are four broad categories of SEND:

- Communication and Interaction- these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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 - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health - children 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Physical and Sensory - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Identifying children at SEN (SEN Support)

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. Where SEN Support is required the teacher and SENDCO will meet with parents and then put together a plan identified on a SEND Support Arrangements Plan (SSA). This 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. This will be discussed with the parents at the termly Parents Evenings. Parents may be asked to share in the monitoring of progress through any home learning. Children on the SEN Support register will also have an individual provision map (IMP) that will log any provision they have over time and show the impact of any provision or interventions.

The class 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 SENDCO will provide support, guidance and advice for the teacher and Support staff.

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, and Head Teacher during Progress Meetings. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN Support. Parents will be informed of all decisions.

For pupils with an EHCP the LA must review the plan at least annually. Parents can also make appointments to meet with the class teacher and/or SENDCO at any other time.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and class teachers' termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality, targeted teaching through Quality First Inclusive teaching, (QFIT) by the class teacher. **(See Appendix 1 - Quality First Inclusive Teaching at Walsh C of E Junior School)**

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO. **(See Appendix 2 - Request for Inclusion Leader Support form)**

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is ***different from or additional to*** what is ordinarily offered by the school, the child will be placed on the SEN register at School SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)

- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service (PSS)
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A SEND Support Arrangement plan, which includes a one-page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four-part cycle:

Assess: We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared 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 assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENDCO will put together a plan outlining 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 and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, 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.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

(For further information see Surrey SEND:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>)

(See Appendix 3 – SEND Support Flowchart School Graduated response)

SEN Support

What does SEN Support mean?

SEN support can take many forms. This could include:

- a differentiated learning programme for your child
- being part of a specific intervention programme
- extra help from a teacher or a teaching assistant
- using additional resources
- using specialised resources
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- time with the HSLW or other designated key adult.

SEN Support has two levels:

School SEN Support - For **SOME** children with needs in one or more areas of SEND that require provision that is additional to and different from that offered through our QFIT offer.

(See Appendix 4)

Specialist SEN Support - For **A FEW** children with ongoing and significant needs in one or more areas of SEND that require a high level of provision that is additional to and different from that offered through our QFIT and School SEN Support offers. This level includes those children undergoing statutory assessment and those that have an Education and Health Care Plan. **(See Appendix 5)**

The level of support a child is placed at on the SEN Register is based upon the criteria set out within the "Surrey Profiles of Need" Document

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqlr3vA>

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. SEND Support Arrangement Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCO
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- mapping individual and class interventions and provision with support from SENDCO as appropriate.
- writing and reviewing of targets for pupils with SEND with support where necessary from the SENDCO.
- ensuring that all staff working with pupils with SEND are aware of their needs

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support under the guidance of the class teacher
- implementing agreed strategies and programmes, and advice from specialists.
- ensuring specific supportive resources are available and accessible for individual or groups of pupils under the guidance of class teacher and SENDCO as necessary
- maintaining specialist equipment
- record keeping
- regular communication with class teacher and SENDCO

The SENDCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a LSA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on the School SEN Support Provision Map (**See Appendix 6**). When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the

targets during the intervention- and by the SENDCO who monitors overall progress after the intervention.

- Interventions are planned and reviewed at least once a term
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCO monitors interventions to identify 'what works'.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. In making this decision we will refer to the Surrey "Profiles of Need" document. Generally, we may apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

Staff Expertise

All of our teachers are trained to work with children with SEND. Some are very experienced and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and Continuing Professional Development through access to in-house, local authority or specialist organisation courses, as well as the provision of information books and guidance towards useful websites. Some LSAs have expertise in and/or training on specific areas or specific interventions, our LSAs are grouped into teams of SEND Champions, each group having expertise and interest in specific areas. CPD is then targeted towards specific SEND Champion groups and cascaded out to others. All support staff work with children with SEN and disabilities.

Our SENDCO has more than 25 years' teaching experience in both mainstream and specialist settings including our own Specialist LAN Centre, which she initially set up and managed for several years. She has a background in working with children with Language and Communication difficulties, ASD and ADHD as well as those with global developmental delay and learning difficulties. She continues to develop her own professional development by attending SENDCO network meetings and relevant courses and conferences and reading widely on all areas of SEND.

Where we feel we require more specialised information or advice on how best to support a child we have access to and work closely with a range of other agencies including: Educational Psychologists, Surrey Specialist Teachers, ASD Outreach Teams, and Health professionals. We also have access to EP and CAHMS helplines, these can offer advice to staff working with individual pupils. All of the above agencies are also used to deliver staff training as necessary.

All new staff receive induction in relation to SEND policy and practice led by our SENDCO.

We have a SEND library of books on a range of different areas of SEND which give useful information and further reading for all staff, parents, and children as appropriate. SEND information resources are also available on our in-house system online, and useful SEND information, help and advice is made available to parents through our school website.

Adaptations to the Curriculum Teaching and Learning Environment

The school is on one floor, with two main corridors organised around a central courtyard. Corridors are wide and we have access to a disabled toilet. We have an upper school and lower school corridor, however, we are able to change classrooms around to accommodate a specific need. The school building and outdoor areas have good wheel chair accessibility. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other physical or sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to personalise aspects of teaching in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Diversity is valued and respected. Staff seek to make reasonable adjustments to meet the needs of all pupils, families and visitors to our school.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Individual risk assessments are drawn up where necessary and in collaboration with parents as appropriate.

Children with social, emotional and mental health needs

If a child shows consistent undesirable behaviours, the class teacher, SENDCO or Pastoral Leader will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) our Pastoral Leader will work with the family and support the child through that process or signpost the family to other appropriate agencies e.g. ACT, Surrey Family and Mediation Services etc.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. The school can also make this referral if appropriate.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills and other appropriate interventions. These are generally delivered by the Pastoral Leader or trained LSAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Some children may have individual proactive plans to minimise behaviours escalating, these are shared and agreed with parents.

Supporting pupils at school with medical conditions

The school will comply with its duties under the Equality Act 2010 and the SEN Code of Practice 2014.

Walsh C of E Junior School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

We aim for all staff to be first aid trained in school, training is monitored and updated as required.

Where needed, staff will have access to specialist training so that they are able to fully support a child with a medical need.

Where appropriate, the child will have access to an identified space, private if appropriate, where any medical intervention can take place. An individual Healthcare Plan may be written. Individual toilet and changing facilities can also be made available.

You may wish to contact to Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs (susan.lynn@surreycc.gov.uk)

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

Transition into the school and to new class

- Additional meetings for the parents and child with the new teacher including Home School meetings for children new to the school.
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils with an EHCP are held, where possible, in the Summer Term of Year 6. The Secondary School SENDCO is invited to Annual Reviews and other

review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

The SENDCO meets with the Secondary School SENDCO to pass on any relevant information for all pupils on the SEND register or any pupils that we are concerned may need to be placed on the SEND register in the future or those who have recently been removed from the register.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are mainly stored electronically on our central school system, any paper files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Walsh C of E Junior School.

Complaints

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.

Surrey's Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from the Surrey website: www.surreylocaloffer.org.uk

Walsh C of E Junior School's SEN Information Report and School SEN Support

The school's SEN Information Report and SEN Support Provision Maps give information on the services and strategies available in school and the provision given to children at different stages of SEN Support. These can be found on the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: <https://www.walsh-junior.surrey.sch.uk/policies/>
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Date of next review: **September 2021**

Appendices:

Appendix 1 Quality First Inclusive Teaching Provision Map

Appendix 2 Request for Inclusion Leader Support Form

Appendix 3 SEND Support Flowchart

Appendix 4 School SEN Support Provision Map

Appendix 5 Specialist SEN Support Provision Map

Appendix 6 School SEN Support Provision Map – Available Interventions

APPENDIX 1

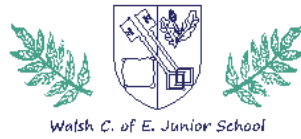
Achieving through Fellowship, Resilience and Peace

Quality First Inclusive Teaching at Walsh C of E Junior School

Teacher Strategies	Pupil Strategies	Environment	Pastoral
<ul style="list-style-type: none"> • Five Pillars of Pivotal Practise. <ul style="list-style-type: none"> ➤ Calm and Consistent Adult behaviour ➤ First Attention to Best Conduct. ➤ Relentless Routines ➤ Scripted Conversations ➤ Restorative Follow-up • Zones of Regulation. • Engaging, stimulating lessons • Lessons linked to real-life • Consistency of approach • Resources to support individual learning • Specific outcomes for each child • Flexibility • Use of humour to deflect • Flexibility of differentiation techniques. • Providing brain breaks • Increased opportunities for ICT use • Resources organised to encourage independence • Word banks, number lines etc widely available • Regular class feedback and reflection – talking through the day • Learning Objectives and success criteria clearly visible 	<ul style="list-style-type: none"> • “I am stuck” cards • Emotions cards to show how I am feeling • Taking ownership of classroom • Having responsibilities/jobs • Learn from mistakes • Taking responsibility for own learning and progress – engagement with targets • Use of “time-out” /Calm spaces • Star charts • Pupil voice – School Council and Eco council class representatives. • Head teacher’s letterbox • ELSA letterbox • Circle times • Know who to talk to if the need arises. • Worry box in classroom 	<ul style="list-style-type: none"> • Clearly labelled resources, displays • Labelling in appropriate colours • Literacy prompt cards • Visual prompts around classrooms • Helping Hands cards • Well organised resources, and classrooms. • Accessible resources • Structured organisation in classrooms – things always kept in same place • Furniture layout flexible and functional • Clear routines • Class Visual timetables displayed • Individual visual timetables where appropriate • Individual work stations/tables • Calm area in each classroom • Appropriate seating for left-handed pupils • Relevant displays and working walls • Inviting reading corner 	<ul style="list-style-type: none"> • Open Door policy • Teachers meet and greet children on arrival, with handshakes. • Regular parent evenings and sharing mornings • Inclusion Leader working across school • SEND support team • Home-School Link Worker • Pastoral Team • ELSA • Staff trained in Pivotal Behaviour Approaches. • Staff trained in Positive Touch. • Values • Staff trained in restorative approaches to conflict resolution. • Social skills groups • LSA team with range of relevant training and skills.

<ul style="list-style-type: none"> • Explicit teaching of pupil strategies • Fostering independence • Value pupil voice – ask them for ideas/input/feedback • Show interest in and share children’s interests • Children are “kept in mind” • Flexibility in seating arrangements • Modelling by adults • Differentiated questioning • Varied teaching approaches – VAK/multi-sensory • Robust behaviour management and resolution systems • Praise and rewards • Praise in Public, Reprimand in Private. • Quality resources including handouts, work sheets, smart board presentations • High levels of pupil accountability – time limits set • Clear expectations set • Approachable and accessible staff • Celebration and appreciation of all pupil strengths 			<ul style="list-style-type: none"> • Support for pupils on transition to KS2 and KS3 • Support for pupils over lunch times and break times. • Extra staff on duty on playground and in dining room. • Playground Pals. • Letterbox system for ELSA andSLT • Range of enrichment activities, special events, themed days and weeks. • Range of before school, lunchtime and after school clubs • Celebration assemblies • Class assemblies • Visitors into school • Trips and visits out of school • Links with local community • Links with Local infant, secondary school and special schools
--	--	--	---

APPENDIX 2:



Achieving through Fellowship, Resilience and Peace

Request for Inclusion Leader Support	
Date of Request:	Teacher:
Reason for Request:	
Previous Action Plan in place? YES NO	
What has already been tried and what was the impact:	
Action Taken by Inclusion Leader:	
Further Actions:	

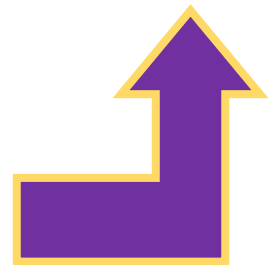
QFIT
Quality First Inclusive Teaching – For ALL children

CONCERN
Notice and Adjust – adapt QFIT
Use QFIT files for ideas. Discuss with parents and child.
Share new strategies with key staff as necessary.

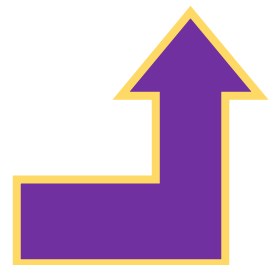


ONGOING CONCERN
Discuss with parents. *Complete Request for Inclusion Leader Support form*. Inclusion Leader to observe and set *action plan*. Share with parents and child.

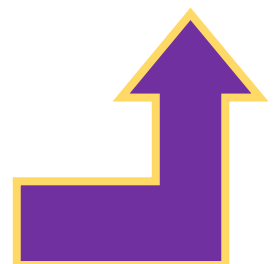
MONITORING SUPPORT
Class Teacher and School SEN Support Team *monitor action plan*.
Action Plan may be successful or may need adjusting depending on pupil progress..



School SEN Support – For SOME children
Intervention programmes may be used within class or in withdrawal sessions either individually or in small groups. School SEN support team to monitor provision. Referrals may be made to other agencies for support and advice. *SEND Support Arrangements* outlining agreed desired outcomes and action plan set up with parents, pupil and teacher. *Individual Map of Provision, One Page Profile and Summary of Strengths and Needs* completed, these are working documents. SSA reviewed regularly and provision evaluated to determine progress towards desired outcomes and next steps required. If outcomes are met then pupil will be monitored.



SPECIALIST SEN Support – For A FEW children
Highly structured, individualised support planned with advice from a range of other education and health care professionals to meet specified desired outcomes. If progress is not being made a *request for statutory assessment* may be made after consulting the *Surrey SEND Profiles of Need* document. This may result in the LA issuing an *Education and Health Care Plan*. For Children with EHCPs *statutory reviews* are held at least annually to determine progress towards desired outcomes and whether provision and placement remain appropriate.



APPENDIX 4:



Achieving through Fellowship, Resilience and Peace

School SEN Support Provision Map – Available Interventions.

Some children will at some point require additional support to either close gaps in their learning, remove barriers to learning or address diagnosed or identified areas of special educational need to enable children to access the curriculum fully. This additional support may be given in class or may take the form of an intervention programme. Interventions may be run for individuals in some cases or in pairs or small groups. The table below shows the range of interventions we can offer depending on the needs of our pupils. We have staff that are experienced and trained in leading these interventions and they are supported in monitoring the impact of the interventions and progress being made by the class teachers and the Inclusion Leader. The Interventions are arranged under the four main areas of SEND as identified in the Code of Practice 2014.

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>	<i>Sensory and/or Physical</i>	<i>Social, Mental and Emotional Health</i>
<ul style="list-style-type: none"> ✓ Read Write Inc ✓ Write Away Together ✓ Developing Written Language ✓ Talking Partners ✓ Active Listening for Active Learning ✓ Precision Teaching ✓ Meemo 	<ul style="list-style-type: none"> ✓ Talk About Communication skills ✓ Time To Talk ✓ The Oracy Programme ✓ Language for Thinking ✓ Narrative Programme ✓ Colourful Semantics 	<ul style="list-style-type: none"> ✓ Jump Ahead ✓ Fizzy Kids ✓ Sensory Circuits ✓ OT Toolkit 	<ul style="list-style-type: none"> ✓ Emotional Literacy Support Assistant – ELSA ✓ Pastoral Team. ✓ Check-ins ✓ Comic Strip Conversations. ✓ Social Stories ✓ Meet and Greet

			<ul style="list-style-type: none">✓ STIPS team Behaviour Support Assistant support for some individual pupils✓ Socially Speaking✓ Talkabout Social Skills✓ Talkabout Self-awareness and Self-esteem✓ Construction Club (Lego club)
--	--	--	--



APPENDIX 5:

Achieving through Fellowship, Resilience and Peace

SPECIALIST SEN SUPPORT

A few children will experience ongoing and significant difficulties in one or more areas of their development. **Specialist SEN Support** is offered to children, with the most complex needs, those undergoing statutory assessment and those already with Education and Health Care Plans as they require high levels of provision that are additional to and/or different from provision available through QFIT or School SEND Support. The table below shows the type of support that may be offered for these children in addition to our Quality First Inclusive Teaching across the four main areas of SEND.

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health.
<ul style="list-style-type: none"> • Liaison with parents/carers. • Clear and concise instructions, worded to ensure no ambiguity. • Person centred targets worded literally enough to followed without ambiguity. • Repetition of instructions to ensure understanding. • Social skills groups in class or withdrawal. • Direct teaching to develop verbal and non-verbal communication skills. 	<ul style="list-style-type: none"> • Liaison with parents/carers. • Intensive support in one or more curriculum areas - LSA in class/group work, one to one support from LSA. • Structured programme to enhance self-help skills – active listening, mind-mapping. • Small group or individual teaching to improve basic literacy and numeracy skills. • Structured activities to develop phonological skills. 	<ul style="list-style-type: none"> • Liaison with parents/carers. • Individually prepared resources to enable access to lessons. • Regular assessments by physical and sensory specialist teachers. • Additional use of and access to specialist ICT equipment where appropriate. • Regular reviews of appropriateness of specialist equipment by specialist teachers and therapy services. 	<ul style="list-style-type: none"> • Five Pillars of Pivotal Practise. <ul style="list-style-type: none"> ➤ Calm and Consistent Adult behaviour ➤ First Attention to Best Conduct. ➤ Relentless Routines ➤ Scripted Conversations ➤ Restorative Follow-up • Liaison with parents/carers. • Zones of Regulation • Emotions Coaching

<ul style="list-style-type: none"> • Use of visual cues to support meaning, traffic lights, social stories, comic strips. • Direct teaching of the strategies being used. • Additional LSA support used effectively and flexibly to liaise with teacher, aid inclusion and access to the curriculum. • Specific speaking and listening activities in class or withdrawal. • All staff modelling appropriate language and responses. • Individually prepared resources to enable access to lessons. • Games to improve language skills. • Support over unstructured times to encourage use and development of social skills. • Support over break times for “vulnerable” pupils. 	<ul style="list-style-type: none"> • Individually prepared resources to enable access to lessons. • Individual arrangements for tests and assessments. • Increased access to specific ICT programmes and resources. • Structured support programmes developed with advice from outside agencies. 	<ul style="list-style-type: none"> • Attendance at meetings with health care professionals as necessary. • Staff trained in use of equipment, medication as necessary. • Care plans shared as appropriate. • Resources and materials adapted as necessary to enable access to the curriculum. • Group or individual support to develop physical skills through structured programmes as advised by outside agencies and health care professionals. • One-to-one support where appropriate for facilitate access to the curriculum and to address health and safety issues. • One-to-one support if appropriate to help with personal care. • All staff aware of level of support required and any specialist equipment required by child. 	<ul style="list-style-type: none"> • Use of calm space. • Use of agreed space for child to remove self to. • Time with supportive adult to talk things through – Class teacher, ELSA, Home-School Link Worker, LSA, Pastoral Team, other member of staff. • Additional support during break times. • Sensitivity to and additional support for transition times during school day. • Sensitivity to and advance planning for changes to school day/special events. • Understanding of need for children to be “kept in mind” • Use of restorative approaches to conflict resolution. • Close monitoring of behaviour to establish patterns and triggers and inform planning. • Personalised timetable to build on strengths and
--	--	---	---

			<p>increase positive experiences.</p> <ul style="list-style-type: none">• Adapted/Alternative curriculum where appropriate.• Individual Risk Assessment.• Proactive Intervention Plan.• Consideration of alternative provision on or off-site for part of timetable.• Trauma-informed strategies• Specific teaching of relaxation and calming techniques individually or in small group, in class or withdrawal.• Specific work on development of social skills, in class or withdrawal.• Specified time to focus on and exploration and expression of feelings and emotions, individually or small group. <p>Structured support programmes developed with advice from outside agencies.</p>
--	--	--	---

Specialist SEN Support includes:

- **Regular monitoring and review of the Education and Health Care Plan at least annually through Annual Review Process. Annual Review includes strengths and needs and one page profile.**
- **Individual Map of Provision – to outline all interventions and provisions in place and to record all involvement from other agencies.**
- Involvement of School SEN Support Team to observe in lessons and offer support, strategies and advice to staff and parents.
- Send Support Arrangements linked to EHCP outlining desired outcomes and an action plan to be agreed, monitored and reviewed regularly.
- All staff being made aware of particular needs of child and strategies in use.
- Staff liaison with other education and health care professionals where necessary such as CAMHS, Physiotherapy, Occupational Therapy and Paediatricians.
- Staff to receive relevant training linked to supporting the identified needs of children where required.
- Specialist teacher support if appropriate – outside agencies such as Learning and Language, Speech and Language, Educational Psychologist, Behaviour Support, physical and sensory support may offer staff support and training, assessments and observations of pupils and/or work directly with pupils.
- Individual risk assessments may be required for pupils for trips and visits outside of school and for activities happening within school planning time to be given to this prior to the event to allow for time to discuss with parents and consult any external agencies where necessary.
- Individual risk assessments where necessary.
- Proactive Plans in place where necessary.
- Additional planning for transition to new class/member of staff.
- Additional planning for transition to secondary school.

APPENDIX 6:



Achieving through Fellowship, Resilience and Peace

School SEN Support Provision Map – Available Interventions.

Some children will at some point require additional support to either close gaps in their learning, remove barriers to learning or address diagnosed or identified areas of special educational need to enable children to access the curriculum fully. This additional support may be given in class or may take the form of an intervention programme. Interventions may be run for individuals in some cases or in pairs or small groups. The table below shows the range of interventions we can offer depending on the needs of our pupils. We have staff that are experienced and trained in leading these interventions and they are supported in monitoring the impact of the interventions and progress being made by the class teachers and the Inclusion Leader. The Interventions are arranged under the four main areas of SEND as identified in the Code of Practice 2014.

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>	<i>Sensory and/or Physical</i>	<i>Social, Mental and Emotional Health</i>
<ul style="list-style-type: none"> ✓ Read Write Inc ✓ Write Away Together ✓ Developing Written Language ✓ Talking Partners ✓ Active Listening for Active Learning ✓ Precision Teaching 	<ul style="list-style-type: none"> ✓ Talk About Communication skills ✓ Time To Talk ✓ The Oracy Programme ✓ Language for Thinking ✓ Narrative Programme ✓ Colourful Semantics 	<ul style="list-style-type: none"> ✓ Jump Ahead ✓ Fizzy Kids ✓ Sensory Circuits ✓ OT Toolkit 	<ul style="list-style-type: none"> ✓ Emotional Literacy Support Assistant – ELSA ✓ Pastoral Team. ✓ Check-ins ✓ Comic Strip Conversations. ✓ Social Stories

<p>✓ Meemo</p>			<ul style="list-style-type: none">✓ Meet and Greet✓ STIPS team Behaviour Support Assistant support for some individual pupils✓ Socially Speaking✓ Talkabout Social Skills✓ Talkabout Self-awareness and Self-esteem✓ Construction Club (Lego club)
----------------	--	--	---