



Walsh CE Infant School SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY'

Date adopted:	05/2024	Last reviewed:	05/2024
Review cycle:	Annual	Is this policy statutory?	Yes
Approval:		Author:	SENDCO
Local noting*:	Local Committee	Local author*:	
Next review Date	May 2025		

* only for policy/procedures that are templates and require local adaptation.

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	23.9.24	H. Wall		Updated new logo and removed 'Memorial'
2				
3				
4				
5				

Walsh CE Infant School's SEND policy is in keeping with the school's vision for SEND:

Walsh CE Infant School is a small, friendly, caring and inclusive community of learners. At Walsh CE Infant School, we are dedicated to achieving and celebrating success for all and we believe all teachers are teachers of SEND. We offer an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to work closely with parents/carers to identify and remove possible barriers to learning and to ensure that all pupils have access to a broad and balanced curriculum. We ensure all children are enabled to develop, learn, participate and achieve the best possible outcomes and are well prepared for the next stage of their education.

Walsh CE Infant School is committed to offering and providing an inclusive learning environment and curriculum in line with our vision and values to ensure the children flourish to become the best they can be. We believe that at the heart of our school are the core values of **community, peace, love and resilience**. These values underpin our spiritual, moral, social and cultural development. As a school, the governing body and staff all work together to focus on individual outcomes ensuring all pupils succeed. We strive to ensure that provision is tailored, balanced and relevant to meet the varied needs of all pupils. Respecting the unique contribution that every child can make to the school community, we 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.

Central to our SEND policy is the core belief that “All teachers are teachers of children with special educational needs.” We fully comply with the regulations of the SEND Code of Practice (2015), which can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Walsh CE Infant School, we want each child to achieve his/her best, we want to develop skills that are unique to the individual, to develop their confidence, to live fulfilling lives and to make a successful transition into their next school. We aim to create a safe, happy, healthy, sustainable and supportive school that will foster a lifelong love of learning, build relationships based on Christian beliefs and the values of **community, peace, love and resilience** and encourage excellence in all things.

There is a high standard of pastoral care in our village church school where children are known as individuals and we know our families well. Each member of staff is committed to caring for the children. The Special Educational Needs Coordinator (SENCo) and staff are sensitive to the changing needs of each individual child. There is close contact between parents and the school, and staff are aware of circumstances that may affect the child. We will use appropriate and reasonable adjustments to give children with SEN and disabilities every support they need.

Definition of Special Educational Needs and Disability (SEND)

At our school, we use the definition for SEN and for disability as outlined in the SEND Code of Practice (published in 2014 and updated in 2015):

‘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.’

A disability under the Equality Act 2010 is defined as ‘...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.’

SEND Support: A Guide for Parents

SEND support can take many forms. At Walsh CE Infant School, this could include:

- An initial chat/meeting with the class teacher to discuss needs that have been identified
- A meeting with the teacher and/ or SENCo and/ or Headteacher to discuss the needs of your child
- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Providing or changing tools, materials and equipment
- 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

Where children have higher levels of need, the school works in partnership with other specialist professionals and agencies e.g. specialist teachers and speech and language therapists, to assess and advise on the next steps of support.

Working with the school to support your child

- On your child's admission to school please notify the SENCo of your child's SEN and/ or disability and provide any relevant documents. You may contact the school office by email at info@walsh-surrey.sch.uk or the SENCo at senco@walsh-memorial.surrey.sch.uk If your child's needs become apparent during their time at Walsh Infant, the class teacher or SENCo will contact you to discuss how the school can support your child. Please speak to your child's class teacher first if circumstances arise that you wish the school to be kept informed of.
- If your child's needs cannot be met within the normal, high quality teaching provision in class, then the class teacher will draw up a SEND support plan that identifies your child's needs and the targeted outcomes your child will be supported to achieve
- Termly meetings will then take place with the class teacher and/ or SENCo to share a review of your child's progress towards the targeted outcomes and plan for next steps/ new outcomes.

Supporting parents/carers

Support and additional information may be found:

- In the SEND Information Report on the school website (go to Home-> Our school > Special Educational Needs)
- On the Surrey County Council website providing information for parents with children with SEN and disabilities <https://www.surreylocaloffer.org.uk/>
- In the school's admissions arrangements as outlined on the Parent Information page of the school website
- From SEND advice Surrey which provides impartial and independent information, advice and support for young people and parents/carers of children with special educational needs or a disability (SEND) aged 0-25. They can be contacted on 01737 737300 or <https://sendadvice.surrey.org.uk/>
- To make a comment, raise a question or if you are concerned about how your child's needs are being met by the school, please speak in the first instance to your child's class teacher. If the matter is not resolved, please arrange a mutually convenient appointment with the SENCo or the Headteacher/ SEND governor.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility of all the staff at Walsh CE Infant School. This includes the following roles:

The Headteacher is responsible for

- Meeting the SEND and medical needs of pupils.
- Monitoring the progress of SEND children and the effectiveness of practice in school.
- Holding the SENCo, class teachers and teaching assistants to account through rigorous performance management.
- Responding to parents' concerns about provision.

The SENCo is responsible for

- Day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN and disabilities (SEND), including those who have Educational Health and Care (EHC) plans.
- Co-ordination of arrangements with the class teacher regarding those pupils with SEND.
- Liaising with parents and carers to gain their views, share concerns and successes, decide on next steps and support parents and carers with practical strategies.

- Championing special educational needs
- Monitoring the progress of SEND children.
- Organising training for staff in liaison with SLT.
- Monitoring interventions delivered by staff.

The SEN Governor is responsible for

- Liaising with the SENCo
- Monitoring participation and progress of children with SEND.
- Ensuring that the appropriate procedures are implemented and monitored.
- Holding the school to account in the areas listed above.

The Class Teacher is responsible for

- Daily planning to meet the learning needs of all children including SEND pupils in their class.
- Working in partnership with the SENCo, parents and specialist advisors to develop an individual support plan for SEND pupils, review the outcomes on the plans and update parents as needed.
- Formative and summative assessments and data tracking to monitor childrens' progress.
- Reporting to parents.
- Directing teaching assistants in the delivery of support to children in class.
- Recording and filing evidence of support in class SEND folders e.g. list of identified children and area of need identified, class provision plans, SEND support plans, reviewing targets on plans or EHCPs and maintaining the class 'watch list'
- Records of teacher and parent meetings and agreed actions.
- Records of behaviour logs.

The Teaching Assistant (TA) is responsible for

- Supporting pupils in class under the direction of the class teacher.
- Supporting the pupils in the class by following the recommendations in the reports from outside agencies.
- Attending meetings and working alongside outside agencies whenever possible.
- Giving feedback information about strategies or recommendations to all members of staff.
- Implementing a range of intervention programmes according to pupil needs.
- Reporting on the achievements and progress of children they are supporting to the class teachers and the SENCo.
- Being part of the review process for targets for EHCP annual reviews.
- Under the direction of the teacher or SENCo, communicating with parents.

At Walsh CE Infant School our aims for children with SEND are:

- To provide early identification, targeted provision and continued monitoring and assessment of all pupils with special needs.
- To enable each individual pupil with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- To set ambitious educational outcomes together with parents and the child.
- To encourage self-motivation and an ability to work independently.
- To develop the self-confidence and self-esteem of each child, enabling them to make a successful transition on to the next phase of their educational journey.

Key priorities from Walsh CE Infant School's Development Plan (SDP) help ensure outcomes for children with SEN are realised.

A Graduated Approach to SEND at Walsh CE Infant School

There are four broad areas of Special Educational Needs:

- Cognition and Learning (C & L)
- Communication and Interaction (C & I)
- Social Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S and/ or P)

Provision in school is organised into three waves of intervention:

Universal – Wave 1 All children have access to High Quality Inclusive Teaching which takes into account the learning needs of all children in the classroom.
Targeted – Wave 2 Some children will need additional programmes and/or planned support, designed to accelerate learning.
Specialist – Wave 3 Additional highly personalised interventions which may include one to one or specialist interventions.

All staff at Walsh CE Infant School follow the Graduated Response:



Each of these areas has the following sections:

- Profile of Need (assess)
- Assessment and Planning (plan)
- Intervention and Support (do)
- Evaluating Progress and Reviewing (review).

How does the school decide whether to make special educational provision?

Pupils with SEND are identified and their needs determined and reviewed through

- Liaison with nursery or playgroup
- Early Years Foundation Stage profile in Reception Year
- Consideration of all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress
- If the need is not yet identified, then the Surrey Inclusion and Addition Needs Strategy (IANS) document is used to identify the needs of the child.
- Accurate formative and summative assessment
- Internal staff moderation of progress and provision management outcomes
- Specific assessments
- On-going classroom observations
- Expression of concern from involved adult (e.g. parent, teacher, Health Authority)

At Walsh CE Infant School, parents/carers of SEND pupils are asked to meet with the class teacher each term to review the progress made by their child as well as discussing future outcomes/ targets through parent/ teacher meetings. Pupils may also be involved (depending on age and stage of development) in the process. The partnership between home and school is crucial in helping a child reach his/her full potential and working towards the assess, plan, do, review, cycle.

Some children need support for a short period, as a “catch-up” and therefore are not classified as having special educational needs. Targets and outcomes of this support are recorded on the class ‘watch lists’ and class provision maps. If concern continues regarding a child’s progress, additional support may be put in place. The SENCo, in liaison with the class teacher and head teacher, decides on who would benefit by being placed on the SEN register, which is updated termly.

SEN and disability support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with an increasing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this, the cycle of **assess, plan, do** and **review** is adopted.

The effectiveness of the support, interventions and outcomes are recorded on the SEND support plan and reviewed at the half-term point each term. This informs the planning of next steps for a further period or, where successful, the removal of the child from SEND support.

Our interventions are research-based, with proven outcomes: Little Wandle Phonics catch-up programmes, Emotional Learning Support (ELSA) and personalised programmes for children with specific learning and emotional difficulties. Additional, specialist services are available for advice and consultations. These may be a single visit or if necessary can continue for a period of time.

When a child is on the Special Educational Needs Register, they and their parents will be asked to complete a One Page Profile. The class teacher, with the support of the SENCo, will write a SEND support plan for the child. This outlines what we hope the child will achieve and the support we have put in place. The plan is discussed with the child and his/her parents/carers and a date set for its review. Individual Plans are discussed with parents/carers at termly parent-teacher meetings. However, it may be necessary to review a SEND support plan more frequently, in which case, additional meetings will be arranged. Parents/carers can request a meeting at any time. If the outcomes set are not achieved to the expected level, it may be necessary to increase the amount of provision or alter the provision in place.

Special Educational Needs and Disability provision and other intervention work is recorded. The Head Teacher and SENCo reviews the impact on progress made by the interventions and support every term. The intervention programmes currently in use in the school are detailed on the school’s website in the School Offer (go to Home-> Our school > Special Educational Needs).

In tailoring support for some children, we may draw on the assessments and guidance of other education professionals e.g. speech and language therapists, specialist teachers or/and professionals from health and social services.

Children with Higher Levels of SEND Need

If a child has a high level of SEND need and is not making the expected rate of progress through the extra support provided from school and external agencies, the school may apply for an Education, Health and Care Plan (EHCP). The parents and child are at the centre of this process. The local authority considers evidence of progress towards outcomes and evidence of costed provision as outlined on the SEND Support Assessment and provision map. If an EHCP is provided, the local authority and the parents will set out the provision needed, following multi-agency meetings. This will be reviewed annually.

Training and development

As part of our normal school self-evaluation and budget planning, we determine how to use our resources to support the progress of pupils with SEND. Training organised for the staff reflects the current needs of the children and staff at our school. This can be led in-house or through an external provider.

Monitoring and evaluation of SEND

We monitor and evaluate the quality of provision offered to our pupils to ensure future developments and improvement. The school has a comprehensive monitoring cycle outlined above in the graduated approach to SEND. Further evaluation of SEND at Walsh CE Infant School is achieved through:

- Identify and assess using the IANS document.
- An evaluation of the Provision Maps to show the most successful interventions.
- Verbal or written feedback, reviewing targets and interventions.
- Evidence that appropriate scaffolding is taking place during classroom observations, monitoring of planning and work scrutiny.
- Our SEND Governor ensuring that appropriate procedures are implemented and monitored.
- School Development Plan priorities.
- External audits.
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships.
- Parents/ carers questionnaires.
- Questionnaires and feedback from children.

Other documents

This policy was created in partnership with the SEND working party group which includes the Headteacher, governors, SENCo, staff and parents. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Child Protection and Safeguarding Policy
- Equality Policy
- Accessibility Plan
- Inclusion Policy
- Teachers Standards
- Touch and use of restrictive physical intervention policy

Copies of all school policies are available on request from the school office.

STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Privacy Notices and Data Protection Policy. All records are stored following DfE guidelines.

Appendices

Appendix 1 - Identification of SEND need and children with medical needs

Appendix 2 – SEND Information Report and Walsh CE Infant School Offer 2023-2024

Appendix 3 – Glossary

Appendix 1 IDENTIFICATION OF NEED AND CHILDREN WITH MEDICAL NEEDS

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014. These groupings are for the purpose of identification and to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

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

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a

multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Provision at Walsh CE Infant School

At Walsh CE Infant School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. Our school provision as detailed on the school website, explains levels of provision for different needs.

Supporting pupils at school with medical conditions

Walsh CE Infant 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

Staff are trained in line with individual healthcare plans, access to any spaces including changing and toilet facilities and follow Surrey guidelines in intimate care.

If a child with medical conditions is disabled, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) 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. For children with SEN, this guidance should be read in conjunction with the SEN code of practice (page 6 of the guidance).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Signed:

Date:



Walsh C of E Infant and Junior Schools SEND Information Report

Agreed	Spring 2024
Review	Spring 2025
Statutory	yes
Annual	yes

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Key staff visit the feeder pre-schools and schools of our new children in the Summer term before they move up to Early Years Foundation Stage or Key Stage Two. These visits include a transition discussion with staff at the feeder settings. If a child arrives at our school at any other time, we receive information (including any SEND needs) from a child's previous school and we will contact the previous school and SENDCO if we need further information on how best to meet the needs of the child. We would invite parents to a meeting to discuss their child's needs prior to them starting at our schools. EYFS staff complete home visits for all children joining EYFS in September at the beginning of the Autumn term.
- The SENDCO arranges parent meetings with key staff from the next Key Stage prior to transition for any children where this may be beneficial, particularly those who are highly anxious or who have significant or complex needs.
- The progress of all children is monitored regularly by class teachers and the Senior Leadership Team. Pupil progress meetings are held each term to discuss progress and attainment with teachers, and data is then analysed by senior leaders. When a child is not making expected progress in a particular area of learning we can explore any reasons why and the school can identify the need for additional support. This will then be discussed with parents/carers and the child concerned.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENDCO) for advice as appropriate.
- We have a watch list of children that are having extra support in class, their progress is monitored to decide if a SEN support plan is needed for more specific and targeted support.

How will the school staff support my child?

- A school provision map shows the range of interventions in place which may be used when we identify a need for additional support
- When the school identifies the need for additional intervention to enable a child to make expected progress the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting, we will do so through reviewing SEND support plans (for children on the SEND register) as well as Pupil Progress Meetings.
- There is also always ongoing liaison between all staff working with a child and support is adapted as and when necessary, with changes being recorded on the SEND support plans for that child.
- Support staff support children in a range of ways both in and out of the classroom. This may be through small group or individual targeted interventions, check-ins, meet and greets, more general support in the classroom to encourage attention, focus, positive behaviour for learning and independence and to develop self-esteem and confidence.

- The Local Committee is responsible for monitoring the effectiveness of the provision in place for children identified with SEND and they will receive a report from school leaders on the progress of children with SEND.

How will the curriculum be matched to my child's needs?

- All teachers have information on the needs of individual children so that they can plan the learning within our curriculum to ensure that all children are able to make progress.
- High Quality Teaching is in place for all and will be monitored by the Senior Leadership Team, SENDCO and Subject Leaders.
- All teachers and staff working within a child's class team have awareness of the needs of individual children so that they can plan and adapt the learning within our curriculum to ensure all children are able to access learning and make progress.
- Learning for groups and individuals is adapted and scaffolded according to their needs: for example, if a child has Speech, Language and Communication Needs, teachers will use simplified language and/or pictures to support them to understand new vocabulary or manipulatives to support learning in maths.
- Some children receive a highly personalised curriculum and /or individualised timetables to meet their needs.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Annual Reports and regular Parents' Evenings give parents and carers feedback on their child's academic and social and emotional development and progress.
- In EYFS and KS1 progress reports will be sent out termly outlining attainment.
- When appropriate, parents/carers may be contacted to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Children' views will be obtained when appropriate and they may attend all or part of any meeting where their needs are being discussed.
- Additional contact/meetings will be arranged as appropriate. Parents are encouraged to contact their child's class teacher if they have any concerns about their child.
- Once a need for additional support has been identified, a SEND support plan will detail the need, the expected outcomes, who is providing the support and the review date. (We review the outcomes termly). SEND support plans are shared with parents who have the opportunity to discuss these with their child's class teacher.
- Regular feedback to children in the classroom ensures that they know how they are doing.
- Certificates to recognise efforts and achievements are awarded during weekly celebration collective worship.
- Formal and informal assessments take place regularly to ensure progress is carefully monitored and next steps for learning are put in place.
- Our website and weekly newsletter contain information on how parents can support their child to learn, develop and progress.
- Parents are regularly signposted to a range of local and national services, helplines and charities that may be of interest.
- We hold workshops to support parents with how to help their child at home.

What support will there be for my child's overall well-being?

- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and for some cases all staff receive training. We have a medical policy in place.
- All staff are committed to providing a high level of pastoral care. Inclusion underpins our school ethos, and children know that they are cared for and listened to.

- Our Behaviour Policy which includes guidance on expectations, rewards and consequences is fully understood and carried out consistently by all staff with expectations understood by children. Individual behaviour support plans are put in place for children who need additional support.
- Children' views are central to our ethos and are sought individually or through school council and other forums.
- A qualified ELSA supports the children identified as having additional emotional and social needs.
- Children in Early Years are offered access to a "Time to Talk" group to help build confidence, self-esteem and listening.
- In Key Stage Two we have school pets and across the Infant and Junior schools, there is a visiting Therapy Dog. These are used by children to help them to self-regulate and as a vehicle for starting to discuss things that are worrying them.
- We share ways to help children keep calm and support to self-regulate behaviour at home via letters home and links on our website. Parents are encouraged to contact school if they need extra support with this.
- We have a Primary Mental Health Worker linked to school we can request a consultation with, this may then lead to further signposting, support for parents or direct support for children.
- We will refer to Surrey Mindworks, which incorporates Surrey CAMHS (Child and Adolescent Mental Health Service) or Hampshire CAMHS after consultation with parents and carers if we feel children need more specialist support.
- We use the "Zones of Regulation" as a whole school approach to help children manage their emotions and self-regulate so that they are ready to learn.
- All children are supported with their social and emotional development throughout the school day, through the curriculum (all children have weekly PSHE lessons) and circle times.
- Children at the Infant school who find lunchtimes difficult, have access to our Nurture rooms for support with emotional regulation.
- All children with SEND have a One Page Profile.
- We have ELSA trained staff who support the children identified as having additional emotional and social needs.
- We have staff who are trained as a Mental Health Lead, Mental Health Champions and Mental Health First Aiders.
- We use Barnardos to provide mental health support for parents.

What specialist services and expertise are available at or accessed by the school?

- All teachers hold qualified teacher status and receive ongoing professional development.
- The school has staff with expertise in: Emotional Literacy Support, Restorative Approaches, Time to Talk, Speech, Language and Communication, Makaton, Lego Therapy, Positive Touch, Sensory Circuits and Maths (1st class at Number), Literacy For All
- Specialist health services include:
Speech and Language Therapy (SALT),
Physical and Sensory Support Service (PSSS) including Hearing Impaired Service (HI) and Visually Impaired Service (VI)
Occupational Therapy (OT)
Physiotherapy (PT)
Child and Adolescent Mental Health (CAMHS)
Primary Mental Health Worker
School nurse
- Educational outside agencies including:
Educational Psychology (EPS)
- Outreach Services, include:
Freemantles - ASD (Autism Spectrum Disorder) and MLD (Moderate Learning Difficulties); Short Stay Schools; Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service Support and Specialist Teachers for Inclusive Practices (STIPs).
- Alternative provision: Wey Valley College – pupil referral unit, Farm/ animal therapy
- We work with Social Services and Community Police where appropriate.

- EYFS and KS1 have a Speech and Language therapist that visits school every fortnight. This ensures that children, particularly in Early Years, are seen immediately and have a structured plan to follow after assessments. She trains our Teaching assistants to deliver the speech and language programmes.
- We also liaise with Children's Services to support children and families.
- We have a Key Stage 2 Specialist LAN Centre for children with Learning and Additional Needs. The Centre has a separate admissions policy and caters for children who have EHCPs that state specialist LAN provision is required. The centre enables us to have in-house expertise on meeting a wide range of additional needs.

What training have the staff supporting children with SEND had or are having?

- We regularly invest time and money in training our staff to improve Wave 1 provision for all students (High quality teaching for the whole class) and to develop enhanced skills and knowledge to deliver Wave 2 (short term interventions) and Wave 3 (individualised interventions).
- In service training days and regular staff meeting time are used to develop skills in delivering wave 1 provision, and wave 2 and 3 interventions.
- Our Special Needs Coordinator (SENDSCO) is a qualified teacher.
- We have staff who have worked extensively with children with SEND and have high levels of experience and expertise in meeting a wide range of needs.
- Training attended by teaching staff and support staff is cascaded to other staff
- Training is linked to the school development plan enabling all staff to meet the needs of all children.
- All of our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our children with SEND.

How will my child be included in activities outside the classroom including school trips?

- We have an inclusive ethos and all children are encouraged and supported to participate fully in all aspects of school life, including visits, clubs, residential etc as seen in our equality / inclusion policy.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met when possible through reasonable adjustment and where applicable parents/carers are consulted and involved in planning. This planning is then included in risk assessments.
- Parents may sometimes accompany their child if this is thought to be in the best interests of the child.

How accessible is the school environment?

- We have an Accessibility Plan in place and when feasible, make reasonable adjustments to improve the accessibility of our environment. Our policy and practice adhere to The Equality Act 2010.
- The site is fully accessible to wheelchair users, and has accessible toilet facilities. We have successfully catered for the needs of several children with physical and complex medical needs.
- The Junior school has a gender neutral toilet on site.
- We monitor the languages spoken by families in our settings and make use of translation sites and endeavour to arrange for a translator to attend meetings when necessary.
- We can access support from REMA – Race Equality and Minority Achievement where necessary including support for families where English is an additional language.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We have an Induction Programme in place for welcoming all new learners to our setting. In EYFS we provide support packs and a story book, arrange story times and family group induction

sessions. We also arrange home visits for each new to EYFS child in September before they start school.

- We have very good relationships with any feeder settings and the settings children move onto and share information to support children' learning and well-being at transition.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme for identified children.
- We have an induction programme in place for children transferring from Key Stage 1 to Key Stage 2, which includes close liaison with staff from feeder schools, staff visiting Infant schools and opportunities for Year 2 children to visit the Junior school. Extra induction visits and/or additional transition support measures are arranged to meet individual needs and support any vulnerable children to ensure their anxieties are minimised. The SENDCOs from the Infant and Junior schools meet in July to arrange a transfer of information for children on the SEN register. Year 3 teachers meet the Year 2 teachers to handover information about all transferring children.
- We have strong links with our local secondary schools and a similar programme takes place to aid transition to Key Stage 3. This involves visits where children have the opportunity to meet new staff and navigate their way around their new building. Extra transition visits are provided for children who would benefit from this. An ASPIRE programme run by STIPS provides additional transition support for those identified by the class teacher and SENDCO who require this.

How are the school's resources allocated and matched to children's special educational needs?

- Our finances are monitored/audited regularly by the Local Committee and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure a 'value for money' service, so all interventions are costed and evaluated.
- Where a child has an Education and Health Care Plan (EHCP) additional funding is provided to enable the school to provide the support outlined in their EHCP. The SENDCO will work with Senior Leaders, Class Teachers and support staff to ensure that the provision outlined in the EHCP is provided effectively.
- Any support a child is receiving is recorded in their SEND support arrangements plan and these are reviewed at least three times a year and changes to support will be made as appropriate.

How is the decision made about what type and how much support my child will receive?

- High Quality Teaching and Inclusive Practice (Wave 1) is clearly defined in our setting, is available to all children and we expect all staff to deliver this. The Ordinarily Available Provision document outlines strategies that can be used to support children in class and as extra interventions.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and expected outcomes are defined at the start of any intervention. The SENDCO oversees all additional support provided to children and works alongside the Class Teacher to ensure needs are met.
- Advice is also sought from other professionals as appropriate.
- All decisions about the support that is provided are outcomes based. We decide with parents and the child where possible, what outcomes we are aiming to achieve, and then identify the most appropriate strategy to achieve the best outcomes for the child.
- All interventions are regularly reviewed, if there is little impact other options for support will be identified and new plans written to reflect these changes.
- When a child has an EHCP, the parents are involved in the process and receive a copy of the finalised plan. The school review the EHCP annually to ensure progress is monitored and targets are updated according to the child's developing needs.

How are parents involved in the school? How can I be involved?

- We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.

- Parents and carers are welcome to contribute their ideas to their child's SEN support plan in consultation with the teacher.
- We operate an open-door policy to allow parents to contact staff easily.
- Parents are invited to become involved in school-life in a number of ways including being parent helpers eg: hearing children read and supporting on school trips.
- We have an active and supportive Parent/Teacher Association.
- Our Local Committee includes Parent Governors.
- In EYFS and KS1 we invite parents to class assemblies each term so they can find out about their child's learning in school.
- School staff are available on the playground at the beginning and end of the school day. Appointments can be made through the school office if a parent wishes to speak to a member of staff.
- There are opportunities for parents to celebrate achievements and share their child's learning throughout the year.
- Children have planners / home school diaries to aid communication.
- School newsletters are sent from the Headteacher weekly.
- We welcome parent helpers and are always happy to receive parental views, both informally and through surveys and questionnaires.

Who can I contact for further information?

- In the first instance parents are always encouraged to talk to their child's class teacher.
- In addition to this, if your child has SEND or you believe that they may have additional needs, further information can be provided by the SENDCO, contact details are available on the school website.

How to complain about SEN provision

If you are unhappy with the provision for SEN for your child, in the first instance, please contact the school's SENCO. Contact details are on the school's website. If your concerns are not addressed, you may make a formal complaint to the school. Please see the school's complaints procedures on the website.

Appendix 2 Walsh CE Infant School Offer 2023-2024



Walsh CE Infant School Provision Map 2023-2024

All staff at Walsh CE Infant School will follow the Graduated Response:



Provision in school is organised into three waves of intervention:

Universal – Wave 1 All children have access to High Quality Inclusive Teaching which takes into account the learning needs of all children in the classroom.

Targeted – Wave 2 Some children will need additional programmes and/or planned support, designed to accelerate learning.

Specialist – Wave 3 Additional highly personalised interventions which may include one to one or specialist interventions.

Vision for SEND at Walsh CE Infant School: Walsh CE Infant School is a small, friendly, caring and inclusive community of learners. At Walsh CE Infant School, we are dedicated to achieving and celebrating success for all and we believe all teachers are teachers of SEND. We offer an

inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to work closely with parents/carers to identify and remove possible barriers to learning and to ensure that all pupils have access to a broad and balanced curriculum. We ensure all children are enabled to develop, learn, participate and achieve the best possible outcomes and are well prepared for the next stage of their education.

Universal – Wave 1			
High Quality Inclusive Teaching Provision			
<p>All teachers are responsible and accountable for the progress and development of all pupils in their class.</p> <ul style="list-style-type: none"> • We create a positive and supportive environment for all pupils without exception • We are an inclusive school that removes barriers to learning and participation • We provide an education that is appropriate to pupils' needs • We promote high standards and the fulfilment of potential for all pupils • We promote positive relationships, active engagement and wellbeing for all pupils • We ensure all pupils can access the best possible teaching • We adopt a positive and proactive approach to behaviour 			
Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
<p>Individual instructions given to check understanding Modelling a choice of responses Visual reminders/ prompts Key words/ vocabulary with visual prompts Minimise abstract vocabulary Activities and listening broken up into manageable chunks Time given to gather thoughts Support with social skills TAs used effectively to give further/ simplified explanations and to support pupils to ask and answer questions Use of talk partners</p>	<p>Use of I do/ we do/ you do for all learning Scaffolded learning English focus groups with adult support Maths focus groups with adult support Daily Little Wandle Phonics lessons All children read with an adult at least twice a week Small group Literacy and /or Numeracy support “Chunking” tasks Modification of the classroom environment Use of word banks and phonics sound mats to support writing Peer and adult support</p>	<p>Our school is fully accessible Accessible toilets Easy access to resources Suitable desks and chairs at age appropriate heights Regular handwriting sessions Extra fine /gross motor activities Writing slopes Right and left handed scissors/ special adapted scissors A range of pencils and pencil grips Dough gym</p>	<p>Christian values underpinning all teaching and learning and behaviours for learning Access to our two trained ELSAs Zones of Regulation in every classroom Extra individual adult support for attention difficulties or to reduce anxiety Visual timetable in each classroom Classroom routines and rules Reward systems – stickers, golden tickets, Star of the Week certificates Appropriate scaffolding to ensure children are motivated to learn and to minimise emotional, social and behavioural needs Individual greetings for each child every morning Individual provision for children with attachment or transition support</p>

	<p>Key vocabulary taught for each unit through Knowledge Organisers and learning walls</p> <p>Visual resources to support understanding</p> <p>Use of 'Magic Maths' trays with manipulatives</p> <p>Using technology effectively</p> <p>Clear learning objectives shared with all</p> <p>Close the gap instant interventions support children to embed learning</p> <p>Flexible groupings</p> <p>Regular learning walks take place by SLT/SENCo</p> <p>Regular CPD for all staff</p>		<p>Safe spaces</p> <p>Nurture room</p> <p>Responsibility roles such as Busy Bees in Y2, Class Leaders, collecting books at the end of the lesson</p> <p>School Council</p> <p>Use of pupil voice</p> <p>School behaviour policy and procedures</p> <p>Logging systems and behaviour tracking to identify any patterns and trends for individual children</p> <p>Children have their own pegs – these may be placed according to individual needs</p>
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Targeted – Wave 2

Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Speech and Language Therapy with our school therapist – Mrs Tania Anderson</p> <p>Time to Talk programme</p> <p>Language for Thinking</p> <p>Concept Consolidation</p> <p>Use of Widgit symbols/ visual prompts to help communication</p> <p>Pre-teaching of key topic vocabulary in school and also shared with parents/ carers</p> <p>Use of Makaton</p> <p>Social skills groups – sharing/ taking turns/ developing friendships</p> <p>Supervised lunchtime activities indoors</p> <p>Social stories</p> <p>Comic strip conversations</p> <p>Now/ next boards</p> <p>Task boards</p>	<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Five Minute Box : Literacy</p> <p>Five Minute Box : Numeracy</p> <p>Precision teaching for reading/ spelling/ maths</p> <p>Increased scaffolding</p> <p>Little Wandle Phonics catch-up groups</p> <p>Colourful Semantics</p>	<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Sensory circuits</p> <p>Start to Write programme</p> <p>Jump Ahead activities</p> <p>Occupational Therapy programme activity leaflets</p> <p>Additional handwriting sessions</p> <p>Clicker 8 used to support where necessary</p>	<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Social skills group</p> <p>Play time and lunchtime support</p> <p>ELSA support</p> <p>Emotional support within class in response to need</p> <p>Individual visual timetables</p> <p>Now/ next boards</p> <p>Social stories used to support in school and shared with parents.</p> <p>Social stories made to support parents at home</p>

Lego Therapy Attention Autism – bucket time			
Specialist – Wave 3			
Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
Speech and Language Therapy Programmes with Surrey therapists Assessments and advise from Educational Psychologist Support and advice from Freemantles Outreach Assessments and advise from Educational Psychologist	A structured and personalised learning programme Assessments and advise from Educational Psychologist Use of ICT to support individual need eg Clicker 8	Occupational Therapy support and programmes Physiotherapy support and programmes Advisory Teacher for Physical Disability support Use of specialist equipment Liaison with medical specialists	Primary Mental Health Worker TA trained as Senior Mental Health lead Young Carers support SEARCH nurture programme CAMHS support and referral Assessments and advise from Educational Psychologist Support and advice from Freemantles Outreach
Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.	Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.	Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.	Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.

Appendix 3 Glossary

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLCN Speech, Language and Communication Needs	Difficulties with speaking clearly, understanding what others are saying, following instructions or saying what they need to say so that other people can understand clearly. Every child with SLCN is different and their needs may change over time. Children with ASD 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.
ASD Autistic Spectrum Disorder	A difficulty in understanding and expressing emotions and social 'rules', in seeing things from another point of view. Children with ASD may have poor language skills and may need to follow set ways of thinking and behaving.
Cognition and learning needs	Support for learning difficulties may be needed when children learn at a slower pace than their peers, even with appropriate scaffolding. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Dyslexia	Children with dyslexia find it difficult to recognise words quickly, they find it hard to work out what new words say or to spell words, even when they have seen them a lot of times before.
Dyscalculia	Dyscalculia is a specific learning difficulty which makes it hard for children to learn basic number facts or to do basic arithmetic.
Dyspraxia	Dyspraxia is a common disorder which affects fine and/or gross motor skills in children and adults. It may also affect speech. People with dyspraxia may appear clumsy or bump into things a lot, they may have poor balance or be disorganised and 'messy'.
Social, emotional and mental health difficulties	Children may have a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
ADD/ADHD Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	Children with ADD or ADHD may not be able to focus on anything for very long and they may act without thinking things through first. Children with ADHD may also appear to have lots of energy, be always on the move or fidgeting.
Attachment disorder	This is sometimes diagnosed when people have difficulty forming lasting relationships. People with attachment difficulties often show a lack of ability to be genuinely affectionate with others. They often fail to develop a conscience and do not learn to trust. They do not allow people to be in control of them due to this lack of trust. Attachment disorder usually arises from a lack of consistent nurturing care during infancy (up to about three years of age).

Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which makes it difficult for them to use the educational facilities generally provided. These difficulties can be age related and may change over time. 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.
SENCo Special Educational Needs Coordinator	The member of staff responsible for making sure that we support all the children's learning needs as best as we can and in line with government requirements and the expectations of the local authority, Surrey County Council.
SEND Code of Practice 2015	The document which describes what schools must provide for children with special educational needs and/or disabilities
SEN Governor	A member of the Governing Body who has a particular interest in special educational needs
SEN Register	A list of all the children in the school who have special educational needs
Intervention	Extra support given to a child, possibly in the form of a special programme of learning, to improve their level or rate of learning
Wave 2 provision	Interventions or support which give children an extra boost to help them catch up with their learning,
Wave 3 provision	Interventions which are specifically tailored for children with special educational needs. Such interventions may be offered on an individual basis or be delivered to a group of children – this is especially helpful to avoid isolating children with SEN from their peers.
Provision map	A provision map is a summary of the help available for pupils with SEN, and the range of staffing, specialist programmes and other support.
EHCP (Education, Health and Care Plan)	Most children's needs can be met by their school, with the help of outside specialists sometimes needed. However, in some cases the local authority is asked to make an assessment of a child's Education, Health and Care needs (an EHC needs assessment). After the EHC needs assessment, if the authority decides that a child or young person needs special help which is greater than can be provided by the school's resources, they prepare an Education, Health and Care plan. Education, Health and Care Plans have replaced statements of special educational needs.
One Page Profile	A One Page Profile is a short introduction to a person, which gives key information on a single page. This gives staff an understanding of the person and how best to support them.
Outside agencies	These are specialist services provided by the local authority or the health service which can provide advice to schools about how best to support individual children with special needs. They include: the Behaviour Support Service, the Learning and Language Support Service, the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Freemantles Outreach and the Race, Equality and Minority Achievement Service which includes the Traveller Education Service and support for pupils with English as an additional language.
SEN Support Arrangements Plan	The Surrey SEN Support Arrangements Plan is the document used to demonstrate how the school is providing special educational needs support for children with special needs who do not have an Education, Health and Care Plan.
Provision map	A provision map is a summary of the help available for pupils with SEN, and the range of staffing, specialist programmes and other support.