



Stamford Green Primary School and Nursery

Special Educational Needs and Disability (SEND) Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 14.11.24

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Stamford Green Primary School

Special Educational Needs and Disabilities (SEND) Policy

1. Rationale

- a) At Stamford Green Primary School and Nursery, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly.
- b) We aim to identify needs early in their educational career and provide appropriate support. At all times, we aim to remove barriers to learning and ensure equality of opportunity for all.
- c) We value the involvement of the child, the family and the team working around the child at all times. We work in partnership with external agencies to ensure that all children, including those with SEND, make the best possible progress.
- d) The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:
 - I. Achieve their best.
 - II. Become confident individuals living fulfilling lives.
 - III. Make a successful transition into adulthood, whether into employment, further or higher education or training.
- e) We believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place to remove barriers to learning and meeting their full potential.

2. Aims and Objectives

In line with the Code of Practice, we will:

- a) Identify and address the SEND of the pupils we support. The four broad areas of need are:
 - i. Communication and interaction. Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.
 - ii. Cognition and learning. Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:
 - Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and developmental co-ordination disorder

- Moderate learning difficulties
 - Severe learning difficulties
 - Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- iii. Social, emotional and mental health needs. These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:
- Mental health difficulties such as anxiety, depression or an eating disorder.
 - Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
 - Suffered adverse childhood experiences.
 - These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
- iv. Physical and Sensory. Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:
- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment.
 - A physical impairment.
 - These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
- b) Use our best endeavours to ensure that a child with SEND gets the support they need.
- c) Ensure that all children with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.
- d) Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- e) Ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- f) Take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education.
- g) Work in partnership with parent/carers to enable them to make an active, empowered and informed contribution to their child's education

3. Inclusion and Equal Opportunities

- a) At Stamford Green, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- b) We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life

4. Definition

- a) A child is defined as having SEND if they have a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age.
- b) A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.
- c) Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. Stamford Green will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4. Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- a) Enabling identified children with SEND to reach their full potential.
- b) Enabling successful transition of SEND pupils from year to year, when joining our school and also when transitioning to new provision (for example, moving on to secondary school).
- c) Arranging specialised support, where possible and appropriate, to meet the needs of individuals and groups of children.
- d) Enabling all children with SEND to join in the activities of the school together with children who do not have SEND, as far as is reasonably practical.
- e) Regular monitoring of the progress and development of all pupils.
- f) Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.

- g) Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- h) Ensuring that appropriate staffing and funding is in place for children with SEND.
- i) Ensuring that all governors are up-to-date and knowledgeable about the School's SEND provision and Inclusion overall.
- j) Involving the full Governing Body in the future development and monitoring of this policy.

5. The Role of the SENCo

- a) The SENCo (Deputy Headteacher:Inclusion) Mrs Kathryn Dray (parents@stamford-green.surrey.sch.uk) has qualified teacher status and holds the National Award in Special Educational Needs Co-ordination.
- b) Supports colleagues in identifying SEND and co-ordinating appropriate provision.
- c) Presents progress and attainment of the children in a termly LMT Report to Governors.
- d) Support class teachers and parent/carers to identify children with additional needs.
- e) Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- f) Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- g) Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- h) When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- i) Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- j) Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- k) With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.

6. The Role of the Teacher

The class teacher:

- a) Takes responsibility for the needs of all pupils. A teacher is a teacher of all pupils and a leader of SEND.
- b) Is responsible for planning and providing high-quality teaching that is differentiated and scaffolded to meet pupil needs through a graduated approach.
- c) Ensures the progress and development of every pupil in their class.
- d) Works closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- e) Communicates with parent/carers regularly to:
 - i. Set clear outcomes and review progress towards them.
 - ii. Discuss the activities and support that will help achieve the set outcomes.
 - iii. Identify the responsibilities of the parent/carers, the pupil and the school.
 - iv. Listen to the parent/carers' concerns and agree their aspirations for the pupil.
- f) To be aware of the Ordinarily Available Provision guidance
<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>

7. The role of Parent/Carers

- a) Parents or carers should inform the school if they have any concerns about their child's progress or development.
- b) Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - i. Invited to termly SEND PCTC meetings to review the targets and progress made.
 - ii. Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

8. Complaints about SEND provision

- a) Where parent/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parent/carers are welcome to submit their complaint formally as per the school's Complaints Policy on the website.

9. Links with other policies

For further information, please refer to the following policies:

- a) Accessibility Plan
- b) Behaviour Policy
- c) Equality Policy
- d) First aid, supporting Pupils with medical conditions in school Policy
- e) Safeguarding Policy
- f) Complaints Policy

10. Other information

- a) This policy needs to be read in conjunction with the school's SEND information report.
- b) Surrey's Local Offer is a range of services and provisions available to children and young people up to age 25 with SEND.
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- c) The Code of Practice 2014:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- d) This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - i. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND. [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)
 - ii. The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the Special Educational Needs (SEN) information report.
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>
 - iii. The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
 - iv. The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it. <https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1>
 - v. The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
<https://www.gov.uk/government/publications/governance-handbook>
 - vi. The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the

school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

<https://www.gov.uk/government/publications/school-admissions-code--2>

Appendix 1

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four part cycle known as the graduated approach. For children who are identified as SEND Support, these cycles will be recorded using a Individual Support Plan (ISP)

1. Assess

The pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parent/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parent/carers and the pupil, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parent/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.