



## **Special Educational Needs and Disability (SEND) Policy**

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Governor Lead: Tia Bearne/Fenella Holmes

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## **INTRODUCTION**

At Guildford Grove, we believe that our teachers are teachers of children with special educational needs.

It is not unusual for a child to receive additional support in their learning and the support we offer is carried out in a caring and supportive way. We monitor a child's progress carefully and ensure that all relevant adults are involved in the support plan.

This policy should be read in conjunction with Guildford Grove's School Information Report which complies with Section 69(2) of the Children and Families Act 2014 and with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. This policy also complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice).

## **VISION**

It is our task as teachers at Guildford Grove School to promote and support our children's learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites, challenges and motivates each child, and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

Our school is a learning institution and rich opportunities for learning are provided for pupils and adults alike. We strive to be an emotionally literate community, where an understanding of ourselves enables us to understand others. We work as a team to achieve the best possible educational outcome for each child. This is their entitlement and we are determined to make it a reality.

## **AIMS AND OBJECTIVES**

### **Aims**

At Guildford Grove Primary School all children, regardless of their particular needs, are provided with inclusive teaching and provision which will enable them to make the best possible progress in their development and feel that they are a valued member of the wider community.

- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- We strive to give children with SEND the support they need.
- We will set ambitious outcomes (educational and other) for children following discussion with the family and the child.
- We want all children to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- We believe that all children learn best with the rest of their class or peer group. Our aim is for all children to work independently in class and work cooperatively in group sessions. We try to make new learning within finger-tip reach of the child as well as allow time for over-learning and consolidation.

### **Objectives**

- To work within the SEND Code of Practice to ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the children and their parents/carers.
- To develop a consultation group made up of key stakeholders to ensure effective communication and production of policies and practice relating to children with SEND.
- To deliver a programme of training and support for all staff working with children with SEND, that develops our practice within the guidance set out in the SEND Code of Practice.

## KEY ROLES AND RESPONSIBILITIES

The Special Educational Needs and Disability Co-ordinator (SENDCo) has day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Education, Health and Care Plans (EHCPs). Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those children with SEND.

**SENDCo:** Zoë Jones

**Deputy SENDCo:** Jo Newell

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**National Award for Special Educational Needs Co-ordination:** Zoë Jones gained this award in summer 2014 in accordance with the law for SENDCos taking on the role since 2009. Jo Newell will gain the qualification in the 2023-2024 cycle.

**SLT Member:** Zoë Jones is Assistant Headteacher.

### Staff in school with specific roles

- SEND Administrator – Liz Payne
- SEND Governors – Susan Keirle/Fenella Holmes
- Teacher in Charge of The Lighthouse Specialist Centre for Deaf Children – Lucy Richardson
- Diversity – Nicola Harvey
- Nursery Intervention and SEND – Arwen Logan
- Designated Teacher for Safeguarding and Looked After Children (LAC) – Hannah Cover
- Responsibility for meeting the medical needs of pupils – Zoë Jones

### Staff expertise/training and development

Over the course of a year many of our teachers and teaching assistants attend training courses and conferences regarding how to identify and support children with a variety of additional needs.

A number of our staff have particular interests and/or qualifications in aspects of special educational needs. These include:

- Staff with interest in Cerebral Palsy and Hemiplegia.
- Our Lighthouse team have expertise in hearing impairment, multi-sensory impairment and a range of additional complex learning and physical needs.
- Teachers with expertise in reading interventions and phonics programmes, such as Little Wandle.

Staff trained in ELKLAN, a speech and language therapy programme.

- Teaching Assistants specialising in a variety of areas such as maths, reading, social skills, working with children who have English as an additional language as well as mental health (ELSA).
- A Home School Link Worker and assistant Home School Link Worker who help any family with or without SEND in a variety of ways.

- A teacher specialising in Speech, language and communication difficulties (Communication Champion).

### **Role of the Local Academy Committee**

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

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

We use the definition for SEN and for disability from the SEND Code of Practice. 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’.”

## AREAS OF NEED

In each of the sections below the broad areas of need are described and these have been summarised clearly in the SEND Code of Practice. In each section we have referenced the paragraphs from the SEND Code of Practice.

### Communication and interaction

6.28 ‘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.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, 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

6.30 ‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 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

6.32 '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, 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.'

### **Sensory and/or physical**

6.34 '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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

6.35 'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'



## WHAT WE DO AT GUILDFORD GROVE

### School Offer

All children enter our school with an entitlement to a broad, balanced curriculum and high quality teaching. However, some children may need additional support. We use Surrey's Graduated Response approach when additional support and provision is needed. This includes the 'Ordinarily Available Provision' that schools are expected to provide through their agreed funding and resource arrangements and follows an 'assess, plan, do, review' cycle.

### SEND Register

The school keeps a register of children who have special educational needs and/or disabilities. This is a way of formalising the additional support that is needed in school and helps us enlist the support of outside agencies eg. Speech and Language Therapy, Educational Psychology when required. All children on the SEND register have individual targets that are set and reviewed throughout the year (see Individual Provision Maps).

Children on the SEND Register are in one of two categories:

### SEND Support

Children who need help that is additional to and different from the rest of the class will be entered on to our Special Educational Needs and Disability (SEND) Register. These children are then described as receiving 'SEND Support.' Children can have very different needs from one another and so each child will be given the support that is right for their needs. This will mean that some children require a lot of support whereas others may not need as much eg. one child might need additional support in maths and literacy whereas another child might need a physiotherapy programme for 10 minutes per day.

### Education, Health and Care Plan (EHCP)

In a few cases, it might be that problems persist, and additional support is needed to address more complex needs. If this happens, we work with the child, family and all relevant agencies (such as Educational Psychology, Speech and Language Therapy etc) to find out what is going well and what might be getting in the way of progress. We then may need to go further and request an Education Health and Care Plan (EHCP) which will help to fund additional support for the child. The intention throughout this process is that the child and family are at the centre of this Plan and so the family will work closely with key professionals. Children issued with an EHCP have their primary need registered as either:

- Communication & Interaction,
- Cognition & Learning,
- Social, Emotional & Mental Health or
- Sensory and/or physical.

A child's name will be included on the SEND Register for the following reasons (in line with guidance from the Surrey Graduated Response):

- The child has communication and/or interaction difficulties, and continues to make little or no progress;

- The child makes little or no progress, despite teaching approaches that are targeted towards a child's identified area of weakness;
- The child shows signs of difficulty in developing literacy, language or mathematics skills which result in poor attainment in some curriculum areas;
- The child presents persistent emotional or behavioural difficulties which have an impact on their education and are as a result of other difficulties eg. social problems, limited communication skills etc;
- The child has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist provision.

What does additional support mean? SEND support can take many forms. This could include:

- a special learning programme or intervention for a child eg. Precision Teaching;
- extra help from a teacher or a teaching assistant;
- making or changing materials and equipment;
- working with a child in a small group;
- observing a child in class or at break and keeping records;
- helping a child to take part in the class activities;
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult;
- making alterations to timetables;
- helping other children to work with a child, or play with them at break time;
- offering alternative activities at lunchtimes;
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Our SEND team work very closely with our Home School Link Worker and Assistant Home School Link Worker as part of our Mental Health team, as well as outside agencies such as Mindworks, to provide a joined-up approach to supporting pupils with SEND who may also present with mental health needs.

### **Use of outside agencies**

These agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's Provision Map (see section below) in order to establish which strategies have already been used and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Provision Map continues to be the responsibility of the class teacher.

### **Individual Provision Map**

When a child has been identified as having a special educational need, the child will be entered onto the SEND Register. The class teacher writes a Provision Map for the child in consultation with the parent/carer and child. The Provision Map includes the types of intervention used to support a child's progress. It also shows the targets that a child is working towards, and the strategies used. The targets are reviewed frequently throughout the year and, in addition, a progress review

is written in the spring and summer terms. Parents are always given a copy of this Provision Map to keep at home.

### **Early Years Surrey Support Plan**

Children with SEND in Early Years will have a Surrey Support Plan written for them. Adults involved with the child provide input along with the parents/carers. This document includes a Provision Map and One Page Profile, assessment information and funding requirements inline with Surrey's Early Years Profile of Need.

### **One Page Profile**

When a pupil has an EHCP, in order to understand the parents'/carers' views and the child's views relating to their special educational needs, our teachers and teaching assistants work with parents/carers and the child to complete a One Page Profile. This document helps to gather helpful information about the child to share with the adults involved with them.

### **SEND Support Arrangements and Education Health and Care Plan (EHCP)**

When a child's needs continue to be significant, we then start to complete the Surrey SEND Support Arrangements. This documentation provides a picture of the child and ensures that their voice and that of their family is heard and represented in the plan. It includes the One Page Profile as well as information about the family and their aspirations, assessment information and details about the child's special educational needs.

After agreement with all the people involved that an EHCP request should be made, the completed SEND Support Arrangements and Request for an EHCP assessment will be sent to Surrey L-SPA for consideration. Further information can be found on 'Surrey Local Offer' [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk).

### **Assess, Plan, Do, Review**

We use a four-stage cycle, known as the graduated approach. This enables us to be able to continually assess the child's needs, plan the provision, allow time to do the interventions and then review the progress being made.

### **SEND Information Report**

Surrey requires all of its schools to answer a list of frequently asked questions regarding their provision for special educational needs and disability. These questions have been answered in the school's [SEND Information Report](#) which can be found under the SEND tab on our website.

### **The Lighthouse Specialist Centre for Deaf Children**

The Lighthouse teaching team works in partnership with mainstream colleagues to ensure Guildford Grove's deaf children are fully included in the life of the school. The teachers of the deaf play a specific role in enabling deaf pupils to achieve their full potential in terms of their academic success, social communication skills, and emotional well-being.

Pupil progress is monitored through the school's pupil progress and provision mapping processes. The B-Squared Connecting Steps assessment tool is used to plan for and demonstrate achievement by our deaf pupils.

The teachers of the deaf have responsibility for ensuring specialist teaching assistants and class teachers are appropriately advised and trained in how to meet the diverse needs of deaf children. This is achieved through regular liaison with colleagues and training opportunities in specific additional special needs such as autism or multi-sensory impairment.

The teaching team fosters strong links between home-and-school, offering training opportunities for parents in British Sign Language/Sign Supported English, regular meetings (both formal and informal), telephone and email contact to discuss their child's progress or to offer support and advice. For further information refer to the Lighthouse webpages on the school's website [The Lighthouse at Guildford Grove](#)

### **Supporting pupils with medical conditions**

At Guildford Grove Primary School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality Act 2010. For further information please see our [Equality policy](#) and our [Supporting Pupils with Medical Conditions](#) policy which can be found on our website under policies.

We work in conjunction with medical professionals to ensure that, pupils who require them, have Individual Healthcare Plans.

## Useful websites and contacts

Guildford Grove Primary School – [www.guildfordgrove.surrey.sch.uk](http://www.guildfordgrove.surrey.sch.uk)

The Lighthouse <https://www.guildfordgrove.surrey.sch.uk/the-lighthouse/>

Surrey's Local Offer/L-SPA Website - [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk). Information and services for young people with SEND, which includes other agencies who provide a service

Surrey L-SPA Parent/Practitioner helpline 0300 200 1015. If you have a concern about the development and/or learning needs of your child, the Learners' Single Point of Access can offer advice on how to access appropriate support.

SEND Advice Surrey - [www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk). Provides impartial, confidential and free support to empower parents, children and young people.

Equality Act 2010 - [www.gov.uk/equality-act-2010-guidance](http://www.gov.uk/equality-act-2010-guidance)

SEND Code of Practice 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Paper copies of many of the documents mentioned in this policy can be requested from the SEND team.