



ESHER CHURCH SCHOOL

Christ at the Centre; Life to the Full

Our Vision

To be a safe, happy, loving community where excellent teaching inspires children to learn and explore, care for each other and believe that they can make a difference.

SEND Policy

Ratified: September 2020

Review September 2021

SENDCO : Mrs Pam Bal (NASENDCO) pam.bal@esherchurchschool.org.uk

Inclusion manager: Mrs Caroline McLennan caroline.mclennan@esherchurchschool.org.uk

SEND governor: Mr Jeremy Larsson jeremy.larsson@esherchurchschool.org.uk

INTRODUCTION

This policy was created in consultation with the Senior Leadership Team and the Governing Body and is written to comply with the 2014 Children and Families Act, the 2015 SEND Code of Practice and the 2010 Equality Act. It should be read in conjunction with our Safeguarding, Anti-bullying, Behaviour and Child Protection policies which can all be found on our website.

It works alongside the SEND Information Report and the Local Offer offered by Surrey County Council.

A hard copy of the policy is available on request.

AIMS

At Esher Church School, we aim to:

- Ensure that we value everyone in our school community regardless of ability, gender, race or creed
- Create a safe environment through being kind and respectful as positive role models
- Celebrate everyone's efforts and achievements.
- Offer an enriched curriculum that enables children to master academic skills and be ready to develop their creative, investigative and critical powers.
- Provide opportunities to reflect on injustice and consider ways we can be agents of change.
- Encourage children to embrace challenge without fear, whilst promoting resilience.
- Commit to the well-being of staff, pupils and all members of our community.
- Work in partnership with parents and pupils to monitor progress and achievement but also ensure that all pupils and stakeholders work together in a nurturing, respectful and happy environment.

OUR VALUES

Our values underpin our ethos, which reflects a culture of respect, kindness and trust. Every child is given the opportunity to grow and every teacher is a teacher of all pupils including those with SEND.

- **Wisdom, Knowledge and Skills:** *Fostering confidence and delight in seeking wisdom and knowledge, and fully developing talents in all areas of life.*
- **Hope and Aspiration:** *Seeking resilience, coping wisely with things and people going wrong, opening horizons and guiding people into ways of fulfilling them.*
- **Community and Living Well Together:** *Ensuring a core focus on relationships, participation in communities and qualities of character that enable people to flourish together.*
- **Dignity and Respect:** *Ensuring the basic principle of respect for the value and preciousness of each person, treating each person as a unique and worthy individual.*

KEY ROLES AND RESPONSIBILITIES

Class teachers

- Ensuring that the needs of all pupils in their class are met through Quality First Teaching and offering a differentiated curriculum and suitable deployment of assigned staff
- Familiarising themselves with pupils' records and information regarding their SEN or Disability
- Completing Individual Support Plans* and contributing to the SEND Support Arrangements Plan**, which also considers the views of parents and the child; results of informal and formal assessments as well as teachers' knowledge of the pupil's previous progress and attainment
- Supporting pupils in meeting targets outlined in their Individual Support Plan
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns or concerns expressed by parents

**An Individual support plan sets out personalised targets for a child which are monitored and reviewed termly.*

***A SEND support arrangements plan is the application for an Education and Health Care Plan*

The Special Educational Needs Co-ordinator (SENDCo)

SENDCo name: Mrs Pam Bal (NASENDCO)

Contact details: pam.bal@esherchurchschool.org.uk

The SENDCo is responsible for the co-ordination of specific provision made to support pupils with SEND through:

- Implementation of SEND policy and overseeing its day to day operation
- Maintain and update the school's SEND Information report on an annual basis and ensure this is available to parents via the school website and the school office if requested
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintaining the SEND register and ensuring that relevant information about SEND pupils is collected, recorded, updated and disseminated
- Liaison with class teachers, Learning Support Assistants (LSAs), the Senior leadership Team and Governing Body to secure the best outcomes for each child
- Liaison with parents of children with SEND
- Liaison with external agencies and service providers as appropriate
- Monitoring progress of pupils with SEND and attending Pupil Progress meetings
- Identify training needs for staff on SEND issues and contributing to the professional development of staff
- Liaising with the selected secondary schools so that support is provided for pupils as they prepare to transfer
- Ensuring that ISPs are in place for all pupils on the SEND register and are reviewed regularly

- Making applications for an EHC plan by liaising with class teachers, parents and external agencies
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Inclusion Manager

Inclusion Manager: Caroline McLennan (Deputy Headteacher)

Contact details: caroline.mclennan@esherchurchschool.org.uk

The Inclusion Manager meets regularly with the SENDCo for the overall management of SEND provision to discuss current issues.

The inclusion manager is responsible for:

- The development of the school's provision mapping and ensuring it is updated and reviewed regularly.
- Line managing the SENDCO and the team of LSAs.

The Head teacher

The Headteacher has overall responsibility for all aspects of the school, including provision for SEND.

Governing Body

SEND Governor: Jeremy Larsson

Contact details: jeremy.larsson@esherchurchschool.org.uk

The Governing Body has a statutory responsibility towards the pupils with SEND.

They are responsible for:

- Ensuring provision for all pupils with SEND
- Ensuring pupils with SEND access all activities and have equality of opportunity as far as possible
- Reporting to parents on the implementation of the SEND policy
- Having regard to the SEND Code of Practice when carrying out their duties to pupils with SEND
- Ensuring parents are notified of any decisions to support, or changes to a child's provision
- The deployment of funding and staff

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

At Esher Church School, we use the definition for SEND from the SEND Code of Practice 2015:

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 tasks.’

The Code of Practice 2015 describes four broad categories of need:

Communication and Interaction

This includes speech, language and communication needs and autistic spectrum disorder (ASD).

Cognition and Learning

This includes moderate learning difficulties and specific learning difficulties, which encompass dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health

This includes children that are withdrawn and isolated, those that display challenging, disruptive or disturbing behaviours; those that are diagnosed with attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD); those with an attachment disorder, anxiety or depression.

Physical and/or Sensory

This includes those children that are hearing impaired, visually impaired, have cerebral palsy, multi-sensory impairment and physical disability.

As children are individuals, some pupils may have a range of needs. However, their **main** need is identified and placed on the SEND register.

Cognition and Learning Difficulties

- Specific learning Difficulties (SPLD)
e.g. Dyslexia, Dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Health Needs

- Depression
- Attention deficit Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (*PD)

IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Esher Church School, we regularly monitor the progress of all children in all areas of the curriculum

- Children in the Early Years Foundation Stage are monitored throughout the year and the final profile judgement is made in the summer term. Any concerns throughout the year are shared with parents and the SENDCo as early intervention is core to a child's schooling and progress. The Reception staff meet and liaise with pre-school settings to ensure any SEND information is passed on so that the transition is smooth. This also enables the staff to monitor and evaluate individual children so that interventions can be put into place to give the child the best start to their primary schooling.
- Parents are encouraged to share their concerns regarding their child's academic and/or non-academic needs. They are advised to speak to their child's class teacher in the first instance, as many factors contribute to lack of progress. The class teacher will complete an 'Initial concerns form' (see Appendix 1)
- All class teachers use ongoing teacher assessment through formative and summative assessments and marking/feedback to track the progress of all pupils
- The Class teacher, Key Stage Leader, SENDCo, Deputy Head teacher and Head teacher meet at pupil progress meeting every term to consider the range of needs whether academic or otherwise so that interventions can be timely put in place
- Our school 'SEND INFORMATION REPORT' gives details of the provision in place for pupils with SEND and is accessible on our website. This outlines how we provide for pupils with SEND.

A GRADUATED APPROACH TO SEND

Step 1: QUALITY FIRST TEACHING AND MONITORING

Through 'Quality First Teaching' class teachers offer a differentiated curriculum with suitable and appropriate deployment of support staff so that all children can access learning. Through a rich and varied curriculum, we provide children with a range of tools to enable them to learn which is outlined on the whole school provision map on our website.

We regularly monitor and evaluate the quality of provision offered to all pupils and this informs how we continue to improve and develop. To monitor the provision and quality of SEND across the school, the following actions are taken:

- The SENDCo works closely with the SEND Governor to ensure that the school has a positive and inclusive approach to SEND.
- Pupil progress meetings are held termly with the Headteacher, Deputy Headteacher, Key stage leader and SENDCo
- Regular SEND reviews are held through Pupil Care committee meetings and Full Governing Body meetings

- Ensuring updated training is delivered to Learning Support Assistants and class teachers
- Learning Walks and book scrutiny to monitor how provision is delivered
- Monitoring and review of SEND funding to ensure equal access for all children to resources and support
- School Self –evaluation to assesses SEND provision and areas for improvement
- Close record keeping to monitor progress through Individual Support Plans
- Annual and general feedback from parents/carers and pupils
- External audits/OFSTED inspections
- Developing best practice through SENDCo networks and local partnerships
- Classroom observations by the Senior Leadership Team, the SENDCO and governors
- Close monitoring of progress of specific intervention groups that are reviewed
- Scrutiny of planning to ensure differentiation to meet every child’s needs
- Parent/teacher consultations and feedback
- Whole school pupil progress tracking termly assessments in Reading, Writing, GAPS and Maths
- Attendance and behaviour records
- Annual review meetings (for children with an EHCP)

Step 2: ASSESSMENT OF NEED

Any concerns from a teacher or parent/carer regarding a child’s progress across the four areas of need will result in the following actions:

- If a parent or teacher has any concerns, an ‘Initial Concerns form’ is completed to identify any needs. This usually takes place at a meeting with the parent once a discussion has taken place.
- If appropriate, a pupil will then be placed on an Individual Support Plan where specific interventions and targets are identified to meet the child’s needs and then monitored and reviewed three times a year.
- The class teacher will speak to the SENDCo and Phase Leader to share concerns and discuss interventions needed if the child is continuing to struggle
- If a child is not making adequate progress in their area of need, the class teacher will match the child's SEND status to Surrey's Profiles of Need which is contained within Surrey's Local Offer. The purpose of the Profiles of Need is to ensure consistency of practice across the county, with regards to identifying children’s needs and the interventions required. We will seek to do this with parents, however, we always act in the best interests of the child, as it helps to identify whether the child’s level of need is UNIVERSAL, SEND SUPPORT, SEND SPECIALIST OR STATUTORY. It will highlight whether the child qualifies for an EHC plan, in which case, the child will at least need to be at SEND SPECIALIST before an application can be made. If a child requires a visit from an outside agency, then the following professional advice can be sought:
 - Language and Learning Support Service
 - Behaviour Support Service
 - Educational Psychologist
 - Autism Outreach Team (Linden Bridge School)
 - Visual Impairment Team

- Educational Welfare Officer
- Home School Link Worker
- School nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Hearing Impairment Team

In seeking professional advice, consent from parents is required and the school cannot undertake an assessment without parental permission, which usually involves signing a form. We ask parents to recognise that we always act in the best interests of the child and this is best achieved through school staff and parents working in partnership.

The SENDCo reviews the SEND register regularly and a decision to place a child on the register will be done in discussion with parents and class teachers. The level of provision a child receives is dependent on the Local Offer and the SEND Information Report.

A child is placed on the SEND register if:

- tracking of attainment indicates continued lack of progress over time through an Individual Support Plan and the gap is taking longer to close. The child may be well below age related expectations in either one subject or a range of subjects
- a child is deemed to have SEND Specialist status where they require a professional assessment of need which could also be medical
- there is a specific medical need in one of the four categories stated above e.g. visual impairment or a physical disability that requires specialist support. We work with medical practitioners, where needed, to ensure the safety and welfare of such pupils in our setting

Step 3: ECHP PROCESS

Once a child has been assessed against the 'Surrey's Profiles of Need' and professional advice sought, a decision will be made as to whether a request ought to be submitted to the local authority for a statutory assessment. However, prior to this, the school must have already put in place 13 hours of support per week (equating to at least £6,000) **before** an application can be made. This support must be evidenced on a costed provision map outlining all the interventions and costs the school has incurred to meet their personal needs. The child's Individual Support Plans are essential evidence to show that the school has continued to use the Assess, Plan, Do and Review criteria.

Once the school has enough evidence to highlight the severity of need and submits an application, the local authority may agree to formally assess the child. The local authority (Surrey) must respond within 6 weeks to the request for a statutory assessment with a decision whether to carry out the assessment or not. If the local authority agrees to carry out a statutory assessment, they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft EHC plan or not. Once the draft plan has been issued, parents will have 15 days to respond and agree to it. The EHC plan has to be finalised within 20 weeks from the initial request for statutory assessment. The funding received will be used to support the child's education.

Once an EHC plan has been finalised, the local authority must ensure that the specified education is secured. As a school, we aim to use all our resources available to meet the needs of these individual children. The Children and Families Act 2014 requires local authorities to review an EHC plan within 12 months of being issued at an Annual Review meeting. It is the responsibility of the school and the SENDCo to ensure that the Annual Review takes place with relevant parties attending. For children who are in transition groups (Year 1 and Year 5) the SENDCo of the child's new school will be invited to attend. The child is also invited to attend the meeting but this largely depends on their age and self-confidence. However, the child's views, opinions and interests are captured on their One Page Profile which is shared at the meeting.

SUPPORTING PUPILS AND FAMILIES

We aim to have positive and supportive relationships with all stakeholders. The school operates an open door policy where parents are encouraged to request informal discussions or an organised meeting on request.

- If you wish to have further clarification or any advice regarding SEND that this policy has not covered, contact the SENDCo.
- The SENDCo is also available to meet with parents at Parent Evenings or Learning Review Days to discuss any concerns, but appointments can be made via the school office.
- The provision for SEND at Esher Church School is identified in our SEND Information Report, which can be found on our website:
<http://www.esherchurchschool.co.uk>
- The SENDCo will also signpost the child/families to relevant agencies who may be able to provide additional support for them. Surrey's local offer can be found on the link below:
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

COMPLAINTS PROCEDURE

If you have concerns or a complaint about your child's SEND provision, the following steps should be taken:

- Arrange to meet with the class teacher
- If the matter remains unresolved then meet with the SENDCo or Inclusion manager
- If you are still not satisfied then arrange to meet with the Headteacher

Complaints will be dealt with in line with the school's complaints procedure (see school website)

REVIEWING THE SEND POLICY

The SENDCo and Governors review this Special Educational Needs and Disability Policy annually.