



# *Special Educational Needs and Disability Policy*

*Bringing out the best by caring, learning  
and achieving together*

**Policy Originator:**  
**Date Reviewed:**  
**Review Period:**  
**Next Review:**

Surrey County Council  
Autumn 2023  
Annual  
Autumn 2024

## Vision/ethos statement

The Governors and staff at Hurst Green School aim 'to provide opportunities for all pupils to learn and to achieve within a broad and balanced curriculum. However, we recognise that children with special educational needs will require extra and additional support in order to maximise potential.

## School definition of Special Educational Needs and Disabilities (SEND)

At Hurst Green School we use the definition for SEND and for disability from the SEND Code of Practice (2015).

This states:

SEND: A child 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 which has a long-term and substantial adverse effect on their ability to carry out normal day to day 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 who have SEND may have a disability under the Equality Act 2010 – that is '**... a physical or mental impairment that has a 'substantial' and long-term negative effect on your ability to do normal daily activities'**.

## Key roles and responsibilities

- The SENCO, working closely with staff, will be involved in the development of the SEND policy and provision. The SENCO will be responsible for the day-to-day operation of the SEND policy and for co-ordinating support for individual children with SEND and disabilities, including those who have Education Health Care plans. (EHCP)

**Name of Special Needs and Disability Co-ordinator (SENCO):** Romi Costantini

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- The Governing Body have a responsibility to ensure the needs of children with SEND are met by having a named SEND Governor who will be fully involved in developing and subsequently reviewing the SEND policy. The SEND Governor will be responsible for reporting to the parents on the school's SEND policy and the allocation of resources from the school's delegated budget.

Name of Special Needs and Disabilities Governor: Lynne Curtis

- The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND. The Head teacher should keep the Governing Body fully informed and work closely with the school's SENCO.
- The Head teacher is the Designated Safeguarding Lead (DSL).

- All class teachers and teaching assistants should be aware of the school's procedures for the identification and assessment of children with SEND. Staff have a responsibility to provide differentiated teaching to meet the needs of all the children and to work with teaching assistants to implement strategies to enable children that they teach to make progress.
- The ELSA supports pupils with social, emotional and mental health difficulties through individual and small group interventions.

## **Introduction**

This policy was created in partnership with the Headteacher, the SEND Governor, SENCO, representative staff, parents of pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (April 2015).

A copy of our policy is available from the school website or by requesting a hard copy at the school office. Please let us know if you need this to be available to you in a different format e.g., enlarged font.

## **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (April 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at the school with medical conditions August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015
- Child protection and Safeguarding Policy
- Disability and Accessibility Plan
- Teachers Standards Updated 2021

## **Aims and Objectives**

### **Aims**

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

- We will give all children, including those with Special Educational Needs and Disabilities (SEND), full entitlement and access to a high-quality education within a broad, balanced and relevant curriculum so they can achieve their best and become confident individuals living fulfilling lives.
- We will educate children with SEND, wherever possible, alongside their peers in the classroom by using differentiated teaching methods and resources. Most provision will

be met within the classroom but for some whom it is felt would benefit from individual or small group tuition, it may be appropriate to withdraw these children from the classroom. Children on individual programmes will be assessed and monitored closely.

- We want to work closely with parents and encourage them to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.

### **Objectives**

- To ensure all pupils, including those with special educational needs and disabilities, access all aspects of quality first teaching.
- To use clear on-going processes to assess, plan, do and review provision.
- To use effective whole school provision management including targeted and specialist support for pupils with special educational needs and disabilities.
- To ensure staff have access to a programme of training and support which develops our practice within the guidance set out in the SEND Code of Practice, April 2015.
- To ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities with staff, parents, pupils and governors.

### **Identification of Needs**

At Hurst Green Infant and Nursery School we will identify the needs of each pupil we will also continue with the identification of SEND as made by the Pre School settings.

A pupil has SEND when they have a significantly greater disability in learning than their peers or a disability that prevents or hinders a child from making use of facilities in the setting and require regular educational provision.

Children's special educational needs generally fall in the following four areas of need and support:

#### **Communication and interaction**

Children with speech language and communication needs (SLCN) struggle to communicate 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. Children who are diagnosed with Autism (ASD- autism spectrum disorder) come under this area of need and support.

#### **Cognition and learning**

Support for learning difficulties may be needed when children learn at a slower rate than their peers, even with appropriate differentiation. Children who have specific, moderate, severe, or profound and multiple learning difficulties (SpLD, MLD, SLD, PMLD) come under this area of need and support.

#### **Social, emotional and mental health**

This may include children who are withdrawn or isolated, display challenging, disruptive or disturbing behaviour, are anxious or depressed, self-harm, have eating disorders or are involved in substance misuse. Children who are diagnosed with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder come under this area of need and support.

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

This includes children with a disability that prevents them from making use of the educational facilities provided without provision of specialist support or equipment. Children who have a physical impairment (VI-Visual Impairment), hearing impairment (HI) and multi-sensory impairment (MSI) come under this area of need and support. The reality is that children often have needs that cut across all these areas and their needs change over time.

At Hurst Green 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.

## **A Graduated approach to SEN Support**

Hurst Green School believes that the key to providing a successful education is inclusive quality first teaching.

Class teachers will provide all learners with high quality everyday personalised teaching. They have a responsibility to provide differentiated teaching to meet the needs of all children and to work with teaching assistants and specialist staff to implement strategies to enable children that they teach to make progress.

Children's progress and outcomes will be closely monitored and recorded via pupil tracking and twice termly pupil progress meetings.

Additional intervention and support cannot compensate children for a lack of good quality teaching. The Head teacher regularly and carefully reviews the quality of teaching for all children via lesson observations of teaching and support staff as part of their performance management.

Our teachers are all experienced professionals. All staff are given regular updates about special educational needs and disability by the SENCO. We regularly invest in training, and this is often in the form of whole school training so that our SENCO, teachers and support staff are all able to benefit and share good practice. Training is matched to the current needs of our children

Hurst Green aims to identify children with special educational needs as early and thoroughly as is possible and necessary. This will initially involve the class teacher discussing their concerns with the SENCO and or Head teacher and in collaboration with them seek to gather information about the child's special needs and plan how best to address any areas of difficulty. Information may be gathered via:

- Classroom observation and records
- Screening and other test results e.g., reading and comprehension
- Health/medical records
- Internal staff moderation of progress
- Information from parents/carers
- Provision management outcomes
- Children on the inclusion register will receive special educational provision.

Where children are found to have higher levels of need the SENCO will access advice from the L-SPA and the Graduated Response Service. Where the child meets the criteria outlined in the Profile of Need the SENCO can also involve referral to a range of LA funded external services at Specialist SEND Support. The class teacher will work in partnership with specialist professionals and outside agencies e.g. EPS (Educational Psychology Service), REMA (Race, Equality and Minority Achievement), SALT (Speech and Language Team), OT (Occupational Therapy), CAMHS (Child and Adolescent mental health services.) The parent may also access these services through their GP.

Hurst Green will endeavour to take action to remove barriers to learning and put effective educational provision in place for children with SEND. The support offered takes the form of a four-part cycle shown below.



Hurst Green follows the SEND Code of Practice 2015 and uses the graduated response of assess, plan, do and review.

**Assess:** We will ensure that we regularly assess all our children's needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some case we will draw on the assessments and guidance from other educational professionals and from health and social services where appropriate.

**Plan:** Where SEN Support is required the class teacher and SENCO in consultation with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with them. All staff working with the child will be given access to the plan. Parents will be asked to support the child with home learning and share in their academic progress.

**Do:** The class teacher is responsible for working with the child on a daily basis. It is their duty to liaise closely with teaching assistants or specialist teachers who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of support and targeted interventions will be reviewed on a termly basis by the class teacher, SENCO, parent/carer and the child. This will inform future planning and where successful the removal of the child from SEN

support. Children with an Education Health Care Plan (EHCP) will have an annual review by the Local Authority.

All parents of children attending the school are invited to parent/teacher consultations and receive a written report in the summer term. In addition, parents are welcome to book an appointment with the class teacher and/or the SENCO to discuss their child at other times. Sometimes children will receive additional support as part of normal provision. This does not necessarily mean that your child has Special Educational Needs or Disabilities. If a child still does not meet expected targets, the school may decide to place the child on the inclusion register. At this point parents will be invited to a meeting so we can work in partnership towards facilitating progress.

## **SEND Provision**

SEND support can take many forms. This could include:

- a special learning programme for your child
- using a range of strategies to best suit your child's learning style
- observing your child in class or at break and keeping records
- visual support/structure to support access to learning and teaching e.g., Task board, visual reminders/prompts
- structured and time bound small group support
- extra help from a teacher or teaching assistant
- making or changing materials and equipment
- working with your child in a small group
- now and next boards
- task and reward systems
- behaviour logs to identify and address triggers
- helping your child to take part in the class activities
- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them at break time
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

The support is aimed at removing barriers to your child's learning so that they can become successful, independent learners. It does not always mean that your child will have their own specified adult working with them. Although a child may work with regularly with an adult, the support must foster independence not dependence.

The Surrey guidance on the Surrey Local Offer website will be used if it is considered that there is a need to request additional funding from the LA and/or an assessment for an Education Health Care Plan.

## **Managing the needs of children on the SEND register**

The needs of children on the SEND register will be assessed individually. Children on the SEND register will have individualised programmes of support which will be devised and carried out by the class teacher, teaching assistants or specialist teacher or professional. Interventions will be put into place to help the child close the gap with their peers. These may

be done in the classroom, in small groups or on a one-to-one basis. All interventions are targeted and time specific and are recorded with outcomes on a provision map individual to the child. Outcomes of targeted intervention will be regularly monitored and measured by the class teacher in liaison with the SENCO.

A review will take place on a termly basis and will involve discussion between the class teacher, the SENCO and the parent and provision will be maintained or amended as necessary. If the child has made good progress to the extent that it is felt that their needs can be met within the normal differentiated curriculum a decision may be made that it is no longer necessary for the child to remain on the SEND register. In such cases the parent will be consulted and informed in writing and the class teacher will continue to monitor the child to ensure that their progress continues to meet expectations.

The SEND register is reviewed and updated by the SENCO when necessary.

### **Supporting parents/carers and children**

Our aim is to develop a special partnership with parents/carers in order to have as full an understanding of the child as possible and for parents/carers to be able to make their wishes, feelings and anxieties clear at all stages so that professionals can build upon the parents'/carers' desire to be involved or help them to recognise their responsibilities.

The school will endeavour to identify all those who have parental/carer responsibility and involve them as far as possible.

Information will be kept on file, to be made available to parent/carers on services provided by the LEA for children in need of specialist services and on local and national voluntary organisations which might provide information, advice or counselling.

Information regarding support for pupils and parents/carers can be found on the school's website. This includes the following areas:

- The SEN Information Report
- Surrey's Local Offer which includes other agencies who provide a service as well as Surrey's Information Advice and Support Service (IASS) and Surrey Family Voice
- School Admission Arrangements (Surrey County Council Admission Criteria)
- Special Educational Needs Policy
- Inclusion Policy
- Medical Policy
- Equality Policy
- Accessibility Policy
- Safeguarding and Child Protection
- Intimate Care and Toileting
- Touch and Physical Intervention
- Transition Policy (Transition between classes, key stages, to other schools)

### **Supporting pupils at school with medical conditions**

Hurst Green recognises that children with medical conditions should be properly supported so that they have full access to education including school trips and physical education



- We have a duty of care to make arrangements to support children with medical conditions. Individual Health Care Plans provided to the parent by a GP, Nurse or other Health Care Professional will outline the medical needs of the child. Schools will use these to identify the type and level of support to be provided according to statutory guidance. Please see our policy on Children with Medical Needs.

## **Monitoring and evaluation of SEND**

Hurst Green regularly monitors and evaluates the quality of provision we offer to all children which thus informs future developments and improvements.

Our evaluation and monitoring arrangements include:

- Observations and Learning Walks
- SEN is kept under regular review through the various governor committees and Full Governing Body Meetings
- Our school Self Evaluation
- SDP priorities
- SEN parents' consultations
- Parent Consultation Evenings
- Pupil Progress Meetings
- School Tracking Systems
- Subject Monitoring Systems
- Questionnaires and surveys of parents/carers
- OFSTED Inspections
- Developing best practice e.g.moderation of pupil progress through SENCO networks and local partnerships

## **Training and development**

Teaching and support staff at Hurst Green will be provided with regular training in matters relating to aspects of SEND. Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise.

Our School Development Plan identifies priorities for the school and currently includes improvements to provision and outcomes for children with SEND.

Future staff training will be matched to the changing needs of our children and the specific requirements of new children joining our setting.

## **Storing and managing information**

At Hurst Green any data pertaining to children's special educational needs will be securely managed within the school's own data management system and data protection policy. Please follow link for more information:

All SEND records and documents are kept in a locked cabinet and stored for a period of up to 25 years.

Data held about individuals will not be kept for longer than necessary for the purposes registered. It is the duty of the School Business Manager and Headteacher to ensure that obsolete data are properly erased.

## **Reviewing the SEN Policy**

In line with all school policies, the SEND policy will be kept under yearly review by the Governing Body. The SENCO will review the document yearly and consult with school stakeholders. ***It will be next reviewed in Spring Term 2024.***

## **Comments, Compliments and Complaints**

Staff and governors at Hurst Green School wish to work co-operatively with parents and other members of the community to provide a high quality of service. However, in the unlikely event of any complaint being made we encourage parents to discuss their concerns with the class teacher, SENCO, Head of School or Head Teacher to resolve the issue before making the complaint formal to the Clerk of the Governing Board.

Other support services that can provide parents with information and advice are Send Advice Surrey, Surrey's Information Advice and Support Service (IASS) and Family Voice Surrey (FVS).