



# West Byfleet Junior School

## Special Educational Needs and Disabilities Policy (SEND)

### Vision for SEND pupils at West Byfleet Junior School;

‘Building confidence to achieve, whilst maximising opportunities to unlock a child’s potential’.

**Beliefs and values-** At West Byfleet Junior School all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. Some children will need additional support in order to achieve their true potential and where appropriate, may benefit from external support.

### Aims of this SEND policy

- To provide every possible opportunity to develop the full potential of all children in an ethos within which they feel valued, the aspirations and expectations are high, and there is a focus on outcomes for all children.
- To create a whole school ethos where pupils can contribute to their own learning
- To continue to improve the monitoring of all SEND pupils in order that they achieve their potential.
- To ensure high quality support from all staff to meet pupil need, through well-targeted continuing professional development.
- To work in partnership with our parents/ carers to gain a better understanding of each child and involve them in all stages of their child’s education.
- To ensure all staff members monitor the progress of all children and seek to identify the needs of pupils with SEND as early as possible.
- To make reasonable adjustments for those with a disability or medical condition by taking action to increase access to the curriculum, the environment and work alongside outside agencies to ensure correct adjustments are in place.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work within the guidance of the SEN Code of Practice January 2015 and the Equality Act 2010

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*Policy: SEND*  
*Nominated Staff Lead:*  
*Nominated Committee:*

*Status:*  
*Inclusion Manager*  
*Curriculum and Learning*

*Type: Statutory*  
*Review cycle:*  
*Date of Next Review:*

*Yearly*  
*Autumn 2023*

**Roles and Responsibilities-** All Teachers are Teachers of children with Special Educational Needs. Provision for children with SEND is a matter for the whole school. The Governing Body, Head Teacher, Inclusion Manager and all other members of staff have important day-to day responsibilities in supporting children with SEND.

The people responsible for overseeing the provision for children with SEND are the Head Teacher and the SEND Governor. Their role is to be kept fully informed of the school's SEND provision and how funding, equipment and personnel are deployed to secure necessary provision for any pupil identified as having SEND.

The people responsible for the co-ordination of provision for children with SEND are the Inclusion Managers- Mrs Sarah O' Keeffe and Mrs Emily Strawson. The SENCOs have obtained all relevant professional training and expertise to manage their roles effectively and are members of the Senior Management Team.

**The Inclusion Managers-** The persons responsible for co-ordinating the provision for children with SEND are the Inclusion Managers. The Inclusion Managers will hold details of all SEN Support records such as the SEND Register, provision maps, strategy sheets and structured conversation minutes for individual pupils which are held securely.

Other responsibilities of the Inclusion Manager include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN at West Byfleet Junior School
- Advising on the graduated approach to providing SEN support
- Deployment of staff to support SEN pupils
- Liaising with parents of pupils with SEN
- Liaising with other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
- 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
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEN.
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Line manage LSAs
- Closely monitors interventions and their impact

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Mrs Sarah O’Keeffe and Mrs Emily Strawson are the Inclusion Managers at West Byfleet Junior School, they are experienced teachers and a member of the Senior Management Team. Both can be contacted via the school office or through email:

[inclusion@west-byfleet-junior.surrey.sch.uk](mailto:inclusion@west-byfleet-junior.surrey.sch.uk)

**Deputy Inclusion Manager-** Mrs Katherine Severn is Deputy Inclusion Manager:

- Line manager for the LSAs
- Monitors Intervention for Speech and Language programmes
- Supports children as a 1:1 and takes small groups
- Organises timetables for SEN Support and EHCP children

[katherine.severn@west-byfleet-junior.surrey.sch.uk](mailto:katherine.severn@west-byfleet-junior.surrey.sch.uk)

**Dyslexia Support-** Mrs Jenny Chapman is the school's Specialist Dyslexia Teacher.

- She liaises with staff to make adaptations to in-class learning to suit the dyslexic pupils and delivers small group and specialist 1:1 multi-sensory interventions.
- Where teachers or parents have noted possible dyslexic traits, Mrs Chapman will observe children and carry out screening for dyslexia.
- She will advise parents and teachers on the results of screening and make recommendations. Mrs Chapman also provides 1:1 for children with an EHCP.

[jenny.chapman@west-byfleet-junior.surrey.sch.uk](mailto:jenny.chapman@west-byfleet-junior.surrey.sch.uk)

**ELSA-** Mrs Segal is the school ELSA who provides support for pupils with emotional difficulties

- Mrs Segal delivers social skills groups and counselling for pupils
- Mrs Segal plans programmes of work to support children in learning specific new skills or coping strategies. She helps children learn to understand their emotions and respect the feelings of those around them
- She runs the Young Carers club with Mrs Claire Clark (Home School Link Worker).

**HSLW (Home School Link Worker) -**Mrs Claire Clark is the Home School Link Worker who works closely with the SEND team. Home School Link Workers are here to support children and families/carers with a wide range of issues and concerns at both the Infant and Junior School. A few examples have been listed below;

- Relationships, including the Home- School relationship
- Home circumstances
- Breaking down communication and language barriers
- Transition between schools and especially from Primary to Secondary schools
- Supporting with attendance issues

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**Head Teacher** -Miss Lesley Lawrence will keep the governing body fully informed of all matters relevant to this policy and will work closely with the Inclusion Manager to ensure that the points in this policy are adhered to.

**The Governing Body** -The Governor for SEND is Mr Jonathan Scott. The governing body must, in cooperation with the Head teacher:

- Determine the school’s general policy and approach to provision for children with Special Educational Needs and Disabilities.
- Establish the appropriate staffing and funding arrangements.
- Maintain a general oversight of the school’s work.
- Receive a written annual report in the summer term on SEND within the school.
- Prepare and take forward a written Accessibility Plan

**Definition, Context and Key Principles.** Definition of Special Educational Needs Special Educational Needs and Disability.

“A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND) Code of Practice 0-25 years - January 2015

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- a. has a significantly greater difficulty in learning than the majority of children of the same age, or
- b. has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions

Support and provision made available for children and young people with SEND is outlined in the Children’s and Families Act 2014 and the SEND Code of Practice Jan 2015. Information can be found on the DFE website [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen) More information about provision in Surrey is available on the Surrey Local Offer website <https://www.surreylocaloffer.org.uk> .The SEND local offer is a resource which is designed to support children and young people with Special Educational Needs and/ or Disabilities and their families. It outlines the services and provision available to families in Surrey who have an EHC plan, and those who do not have a plan but still experience some kind of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private voluntary and community sectors. In addition schools are also required to post their own Special Educational Needs Information Report on the school website

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<https://www.westbyfleetjunior.org.uk> outlining provision for pupils with SEND and how they are supported at West Byfleet Junior School. There are a number of key principles underpinning the new Code of Practice January 2015:

- The views, feelings and wishes of the children are considered;
- Importance is placed on the child and their parents participating as fully as possible in decision making and being provided with the information and support necessary to do this effectively
- The child and parents are supported in order to facilitate the development of the child and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These provide the foundation for SEND provision at West Byfleet Junior School and are designed to support the following:

- *Early identification of children’s needs and early intervention to support them;*
- *The involvement of children and their parents in decision making;*
- *High quality provision to meet the needs of children with SEND with a focus on inclusive practice and removing barriers to learning;*
- *Supporting the child’s confidence and self- esteem, and promotion of positive well-being in order for them to feel success and for their views to be heard;*
- *Collaboration between education, health and social care to provide support;*
- *Successful transition into the next stage of a child’s education.*

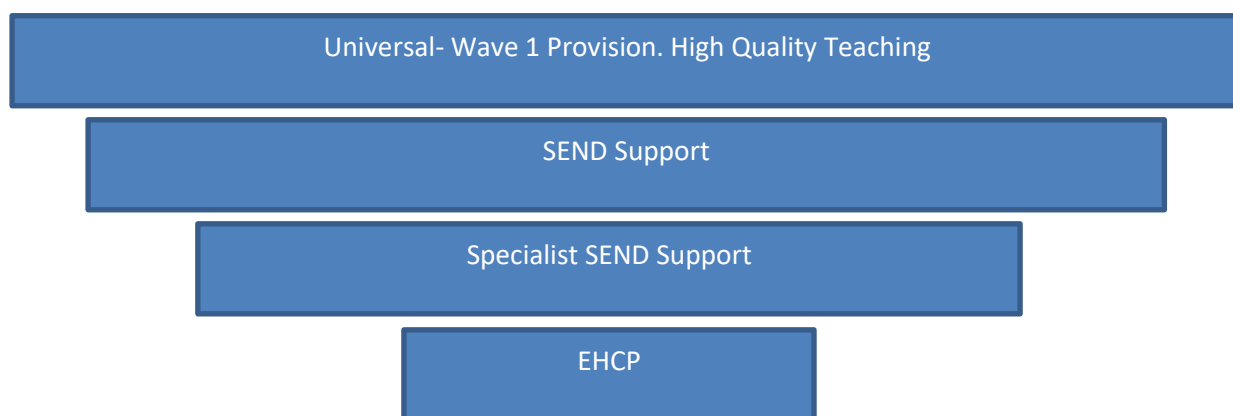
Compliance This SEND policy was developed in consultation with the Head Teacher and SEND Governors in liaison with the Senior Management Team of the school and in consultation with parents. It complies with the Statutory Requirements laid out in the SEND Code of Practice 0-25 – January 2015. The Policy is available from the school office and is published on the school website <https://www.westbyfleetjunior.org.uk/>

**Identifying SEND, Intervention, Assessment, Monitoring and Review** There are 4 broad categories of SEND – as outlined in the SEND Code of Practice January 2015.

<p><b>Communication and Interaction</b> This includes children who have speech, language and communication needs (SpLCN). They have difficulty communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand the social rules of communication. Children on</p>	<p><b>Cognition and Learning</b> This includes children who learn at a slower pace than their peers, even with appropriate differentiation. They may have moderate, severe or profound learning difficulties or may a specific learning difficulty (SpLD) such as dyslexia or dyscalculia.</p>
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the Autistic Spectrum may have particular difficulties with social interaction.	
<b>Social, Mental and Emotional Health</b> This includes children who have severe difficulties in managing their emotions and behaviour. They may show inappropriate responses and feelings to situations and may be withdrawn or isolated, disruptive, hyperactive or lack concentration	<b>Sensory and/or Physical Needs</b> This includes children with visual impairment (VI), hearing impairment (HI), a multisensory impairment (MSI) or a physical disability (PD). They may require specialist support and/or equipment to enable them to access their learning.

**Assessment of Needs- A Graduated Approach To Send Support-** Our educational provision follows Surrey County Council’s revised Profiles of Needs (Sep 2019) and is categorized into 3 main categories: Universal, School SEND Support, Specialist SEND Support. If a pupil is not making expected progress despite interventions from School and Specialist SEND Support and or there are significant needs that will require high levels of support to make discernible progress the school will consider going forward for a request of Statutory Assessment.



**Universal provision:** Universal provision is available to all pupils. School SEND provision is additional to and different from universal provision and is available to pupils on the SEND Register. All pupils receive Quality First Teaching (Universal). If pupils are identified as not making expected progress despite Quality First Teaching, the Class Teacher will consider what could be changed to enable this child to progress. This may include additional, time-limited tailored intervention support programmes. The class teacher may consult with parents or other staff within the school for support or advice.

**School SEND Support:** If pupils continue to make slower than expected progress despite high quality Universal Provision, they may be identified as having a Special Educational Need or Disability (SEND) and may require additional intervention and support. The class teacher will discuss a child’s needs with parents and other staff in the school, including the Inclusion Team. Children may be placed on an Individual Support Plan (ISP) where termly targets are

written and reviewed by the class teacher. The child will also be placed on the SEN Register. Where appropriate and with permission, further advice may be sought from specialists from outside agencies and a plan of action will be agreed. The Inclusion Managers oversee all additional support for children with SEND.

**Specialist School SEND Support:** If pupils continue to make slower than expected progress despite additional support at the School SEND Support level, they may require increasingly individualised programmes. Again, the class teacher will discuss a child’s needs with parents, other staff in the school and where appropriate and with permission, specialists from outside agencies and a plan of action will be agreed. After careful monitoring, if our concerns are significantly heightened and support from outside is significantly increased we may consider a Pathway Plan (PP).

If the child continues to demonstrate significant cause for concern over a greater period of time, despite recommendations and ongoing dialogue/interventions with outside agencies, a further SEN Support Review meeting will be undertaken. This meeting will ensure a “multi agency perspective” is continued and that everyone understands what the unmet needs are, their impact on each other and the most appropriate route forward. The minutes of the meeting will be sent to the designated local authority by the EHCP Co-ordinator where they will decide whether to conduct a statutory assessment. As an EHCP has a person-centred approach to the child and their families this opinion is integral to the meeting. Any application will be made to the Local Authority once a wide range written evidence, monetary support and scores have been collated to support our request for an EHCP. Continuous monitoring and systematic review enable children to currently move flexibly across the stages and hopefully come off the SEN support category over time.

WBJs will seek the advice of external agencies regarding strategies to meet the needs of a specific pupil. This is only done once parental permission has been obtained and may include a referral to:

Special Educational Needs Support Service, Behaviour Support Service, Dyslexia Centres, Autism Outreach Team, Physical and Sensory Support Services, Educational Psychologist Service, Education Welfare Offices, Social Services, Child and Adult Mental Health Service (CAMHS) and REMA (Race Equality and Minority Achievement).

. We have systems in place to monitor the quality of provision we provide all learners, including those with special educational needs and where we feel something isn’t working, we are quick to respond and find alternatives that will better meet the needs of the learner. This forms part of the school’s graduated approach cycle of ‘Assess, Plan, Do, Review’

**External Support-** As a school, external agencies such as Speech and Language visit on a regular basis to meet with children with EHCPs. Where an EHCP Specifies specialist support,

external tutors will sometimes support children in and out of class. Due to the limited amount of intervention rooms and frequency of timetable changes, we cannot accommodate external tutors coming into school to provide support for children without an EHCP.

**Any parent who thinks their child may have special educational needs;** Should initially discuss these with his/her child's class teacher. This then may result in a referral to the school Inclusion Manager. Parents may also contact the Inclusion Manager or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

**Pupils with medical needs-** West Byfleet Junior School recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education.

**The Inclusion of children in activities outside the classroom and on school trips-** Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Where possible, activities and visits will be adapted to enable pupils with SEND to take part. If this is not possible, an alternative activity of equal educational value will be arranged for all pupils.

**Sensory Room-** The Sensory Room which offers a calming space for pupils experiencing emotional or behavioural difficulties. This is a practical and effective way to provide calming and safe spaces for pupils with autism and other special educational needs.

### **Accessibility**

**WBJS is an accessible school environment, the following adaptations have been made to the school;** Ramps have been built and a lift installed to increase mobility for pupils who have physical needs. We have an automatic door in reception. There is also a toilet with disabled access and hand rails fitted

**Preparing/supporting a child when joining or transferring to a new school** A number of strategies are in place to enable effective pupils' transition. These include:

- A planned induction in the Summer term to support transfer for pupils starting school in September.
- Parent/Carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.



- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting can be arranged with parents to identify and reduce any concerns.
- Transition programmes are in place for pupils that provide a number of opportunities for pupils and parents to meet staff in their new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- In Year 6 there is a transition programme which is taught during PSHE over the year to prepare pupils for the changes that occur at Secondary School.
- The annual review in Y5 for pupils with an EHCP identifies the secondary placement for their child; parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- Accompanied visits to other schools can be arranged as appropriate.
- For pupils transferring to local schools, the SEND teams of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The Inclusion Manager can meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

**Storing and Managing Information** Each pupil on the SEND Register has an electronic file and a paper file. All data is stored securely and meets legal requirements.

**Comments, Complements and Complaints** In the first instance, parents'/carers' comments or concerns should be raised with the pupils' Class Teacher. If further action is needed, parents/carers should in the first instance speak to our Inclusion Manager. We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should follow the procedures outlined in the school's 'Complaints Policy & Procedures'. If there continues to be a disagreement with regard to the SEND provision, the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. . Parents can access impartial advice and mediation through SEND Advice Surrey who can be contacted by telephone on 01737 737300 or via email SENDAdvice@surreycc.gov.uk. Parents/carers have the right to appeal to a SEND tribunal at any stage.

Revised in line with the Code of Practice April 2015  
 Reviewed and updated by Emily Strawson and Sarah O'Keeffe July 2023

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