



# 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’.

#### **Special Educational Needs and Disabilities**

A definition of special educational needs (SEND) or a disability: a child or young person who 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 or a disability which prevents or hinders a child from making use of educational facilities provided for others of the same age in mainstream schools.

#### **When provision is made at school**

In September 2014 major changes were made to the way children with Special Educational Needs were supported. Children with Special Educational Needs or a Disability will no longer be given Statements by Surrey Local Authority. Instead an EHCP (Education Health Care Plan) will be put in place. This Plan will ensure that all agencies concerned with the welfare of children will be involved in ensuring that a child gets exactly the correct input. Equally, SEND children will no longer be categorised as ‘School Action’ and ‘School Action Plus’ as these stages have ceased and funding for each child has changed accordingly. The category ‘SEND Support’ has now been allocated for children who were ‘School Action and School Action Plus’ and received support from outside agencies or where children have made significantly limited progress.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website: [www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

#### **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

The aims of our special educational need and disability policy and associated practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND through the implementation of appropriate teaching interventions.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- The Inclusion statement sets out 3 principles that are essential for developing a more inclusive curriculum;
  - *Setting suitable learning challenges and setting high expectations for every pupil*
  - *Responding to pupils' diverse learning needs*
  - *Over-coming potential barriers to learning and assessment for individuals and groups of pupils*
  - To provide effective assessment on a regular basis to ensure that interventions are meeting success criteria
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory/Physical.**
- To request, monitor and respond to parent/carers' and pupils' views to ensure a high level of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- 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.

### **Pupils who may have special needs are identified in a number of ways:**

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge /skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, Emotional and Mental Health
  4. Sensory/Physical
- A pupil asks for help.

### **Supporting a child with SEND**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Inclusion Manager.
- The progress of all pupils is monitored in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the New National Curriculum. This will be co-ordinated by the Inclusion Manager, and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child's educational needs, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

West Byfleet Junior School receives further support from **Schools and Families Specialist Services: Education Psychology, Speech and Language Therapy, Learning and Language and Physical and Sensory Support Services, Occupational Therapy**. We have a **Home School Link Worker (HSLW)** who supports links between home and school and offers advice to families in supporting their child's well-being and welfare.

- Create a school environment where pupils can contribute to their own learning by offering all children the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

### **Roles and Responsibilities for the coordination of SEND provision**

#### **The Inclusion Manager**

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

Other responsibilities of the Inclusion Manager include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND at West Byfleet Junior School
- Advising on the graduated approach to providing SEND support
- Deployment of staff to support SEND 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 SEND up to date
- Line manage LSA's
- Closely monitors interventions and their impact

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

*Status:  
Inclusion Manager  
C and L*

*Type: Statutory  
Review cycle: Yearly  
Date of Next Review: Autumn 2020*

Mrs Sarah O’Keeffe currently holds this post. She is an experienced teacher and a member of the Senior Management Team. Mrs O’Keeffe has been a SENCo since 2006 and can be contacted via the school office or through email [sarah.okeeffe@west-byfleet-junior.surrey.sch.uk](mailto:sarah.okeeffe@west-byfleet-junior.surrey.sch.uk)

### **Deputy Inclusion Manager**

Mrs Katherine Severn supports the Inclusion Manager with arranging the provision for pupils with SEND and organises the timetabling of interventions and hours of provision for children with an EHCP. Mrs Severn also works 1:1 and with groups of children supporting children with SEN.

### **Dyslexia Support**

Mrs Jenny Chapman is our Dyslexia Specialist LSA who is responsible for screening pupils who staff or parents feel might be Dyslexic, she will liaise with parents and staff on appropriate interventions and learning styles that will benefit a Dyslexic pupil.

### **Pastoral Support Manager**

Mrs Eagle is the school Pastoral Support Manager who provides support for pupils with emotional difficulties, this may include social skills groups and counselling for pupils who are having difficulties at home or in class.

Mrs Eagle 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.

### **HSLW (Home School Link Worker)**

Mrs Clare 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;

- Lack of confidence and low self-esteem
- Relationships
- Home circumstances
- Home-School relationships
- Breaking down communication and language barriers
- Transition between schools and especially from Primary to Secondary schools
- Supporting with attendance issues

## Head Teacher

The head teacher Miss 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

Mrs Judy Brewer is the SEND governor.

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

## SEND Team

At WBS we have a highly skilled, enthusiastic team of Learning Support Assistants (LSAs) to support children on the SEND register, many of these staff members have vast experience of working with pupils who have specific and complex learning and behavioural difficulties.

## Identification of pupils needs

There are four main areas of need:

- **Communication and Interaction** This need covers children with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.
- **Cognition and Learning** covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health difficulties** includes children who may be withdrawn and isolated, as well as those displaying challenging, disruptive or disturbing behaviours. It also includes children with disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

• **Sensory and Physical** children who may have a disability that requires special educational provision to help them access the educational facilities available. It also includes children with a visual, hearing or multi-sensory impairment.

The [SEND Code of Practice 2014](#) updated in April 2015 defines a 'Graduated Approach' as:

*"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."*

### **Supporting a child with SEND at WBS**

**A graduated approach:** All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.

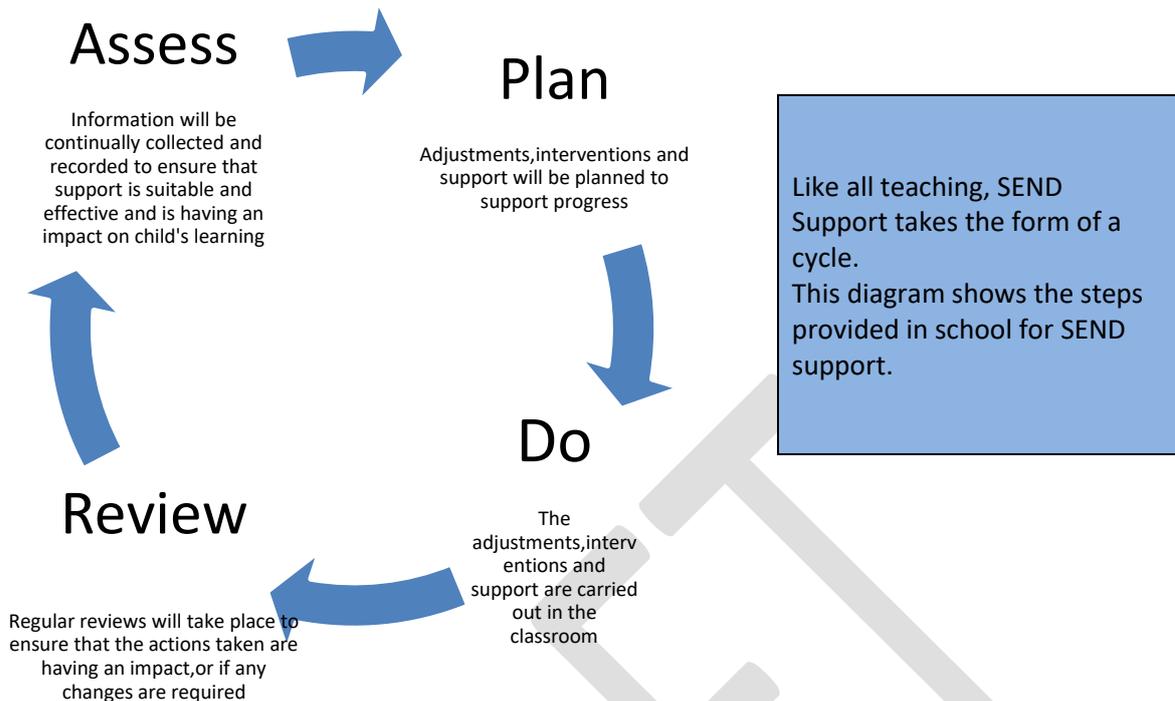
Through the above actions it can be determined which level of provision the pupil will need.

When a pupil is removed from the SEND register they continue to be monitored by the SEND team.

The pupil is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the school's SEND register.

End of term assessments and Parent evenings are used to monitor and assess the progress being made by all pupils.

**SEND Support:** Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated in the diagram on Page 8



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess:** In identifying a pupil as needing SEND support the class teacher, working with the Inclusion Manager should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan:** After it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided,

any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do:** The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching. They will work closely with Learning Support Assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

**Review:** Pupil progress will be reviewed at termly assessments although interim assessments are carried out during the term where appropriate and recorded on Individual Support Plans (ISP). The review process will evaluate the impact and quality of the support and interventions. The Inclusion Manager will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and class teachers.

The School, in line with the SEND code of Practice recommends placing children who are benefitting from external support and/or have very slow rates of progress on the SEND register. Parents' knowledge, views and experience are highly valued and parents are involved at all stages. Parental permission is always sought if the school feels it necessary to involve outside agencies.

#### **Current Stages of the Code of Practice:**

- Pupils who need interventions in addition to a differentiated curriculum, due to current rates of progress being inadequate are placed on an Individual Support Plan (ISP) and termly targets are written and reviewed by the Class Teacher. The category 'SEND Support' is used for these pupils. Termly targets are SMART and include strategies and the frequency at which they will be delivered, these will be shared with the parents at Parents evenings.
- After careful monitoring, if our concerns are significantly heightened and support from outside is significantly increased we may consider a Pathway Plan (PP). At this stage parents will be consulted once again and as a result of this conversation an early help assessment in the form of a SEND Support Review meeting may be co-ordinated by the Inclusion Manager for parents and outside agencies to attend and discuss the needs in more detail.
- 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 SEND 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 of in depth 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 SEND 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).

**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.

**WBJs help parents to support their child's learning through the following;**

- Termly coffee morning for parents of SEND pupils, informing of any workshop or relevant talks that may support parents and their children
- Inclusion Manager or SEND team are always willing to locate information or guidance for parents on particular learning needs and strategies that will help pupils to fully access the curriculum.

**SEND Provision**

What does Additional Support mean?

SEND support can take many forms at West Byfleet Junior School this could include:

- a special learning programme for a child
- specific intervention groups (e.g. listening skills, social skills, motor skills)
- extra help from a Teacher or a Learning Support Assistant
- providing or adapting support 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
- helping other children to work with a child with SEND or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Therapy from a qualified therapist e.g. SALT (Speech and Language Therapist), OT (Occupational Health Therapist)
- Pastoral support from the school Pastoral Support Manager Mrs Eagle.

### **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. We have in place:

- Individual Health Care Plans compiled in partnership with the school, parents and if appropriate, the pupil themselves for the following medical conditions; Asthma, Epilepsy, Anaphylaxis, Heart problems, Bowel conditions
- Asthma Action Plan
- Boxes for asthma pumps in each class and in the school office
- Epi-Pen's are stored in the school office
- Disabled toilet
- Guidelines for specific needs, for example for supporting a child with epilepsy during swimming sessions
- Fact Sheet for pupils that are identified with specific medical/health needs
- Trained first aiders
- Regular training for all staff in epi-pen use and Defibrillator
- Close liaison with community nurses

Staff who volunteer to administer and supervise medications only do so with parental consent.

### **Training and Development of Staff supporting children with SEND**

Over the last year school staff have received a range of specialist training on:

- Activities that provide support for pupils with fine motor difficulties from Physical and Sensory Support Services.
- Strategies for supporting pupils on the Autistic Spectrum from Freemantles Outreach Services and from the Inclusion Manager.
- Managing pupils with behavioural difficulties from Behaviour Support Services.
- The school has regular visits from SEND specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- Specialist training from REMA (Race Equality and Minority Achievement) for staff working with pupils who have English as an Additional Language (EAL).

- North West Speech and Language Therapy Service visit termly to assess and plan support for targeted pupils with Speech and Language difficulties.
- The Inclusion Manager attends the termly SENCO network meetings and liaises with SENCOs from other Primary schools.
- In-house training for staff at staff meetings and INSET days

### **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**

We have recently created a 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.

### **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, there is also a toilet with disabled access and hand rails fitted. We have an automatic door in reception.

### **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 set up 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 Inclusion Manager 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 all 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.

Revised in line with the new Code of Practice  
April 2015

Reviewed and updated by Sarah O’Keeffe  
October 2019