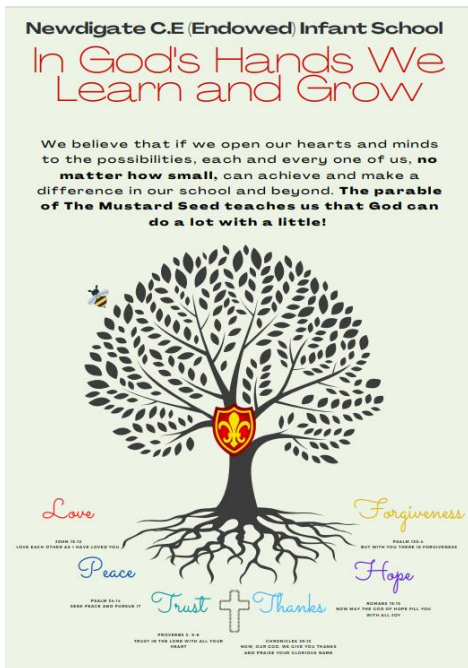




Mole Valley Gateway Federation
C of E Infant School's
(Newdigate Infant School and St Michael's Infant School)

**Special Educational Needs and
Disability Policy**

| | |
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| Author | Anna Fox (SENCO) and Nicola Cleather (Federation Head teacher) |
| Created | September 2024 |
| Source | Surrey County Council/NASEN guidance |
| Review cycle | 3 years (September 2027) |



The Mole Valley Gateway Federation C of E Infant Schools respects the unique contribution which **every** individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills

At the Mole Valley Gateway Federation schools, every teacher is a teacher of every pupil including those with SEND

Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***

Key Roles and Responsibilities

SENCO

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

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National Award for SEN: achieved from University of Chichester in 2021

SEN Governor – Mrs Debbie Turner

Introduction

How the policy was put together?

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

How can parents access this policy?

This policy can be viewed on the school website under the parents/policies section:

<http://www.newdigate.surrey.sch.uk/>

<https://stmichaels-dorking.surrey.sch.uk/policies/>

A hard copy is available on request at the school office.

Please let us know if you need this to be made 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 (January 2015) 3.65 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) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

Aims and Objectives

Aims

Mole Valley Gateway Federation Infant schools aim to serve their communities by providing an education of the highest quality within the context of Christian belief and practice. All children are recognised as being unique and individual and differences are celebrated. As a Church school we strive to provide an inclusive and distinctive learning community where all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress.

- We set high expectations and ambitious targets for every child based on knowledge of their needs and next steps
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Identification of Needs

Children will be identified as having needs relating to the following 4 areas of need:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

A Graduated Approach to SEN Support

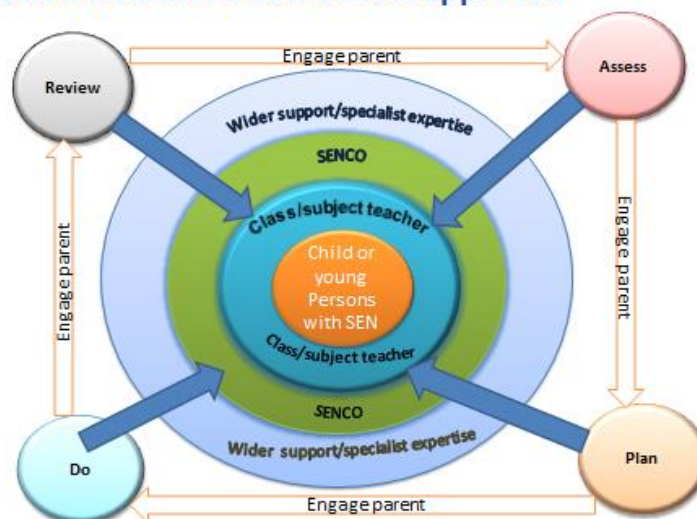
The school takes a graduated response to SEND support and will aim to have clear routes for early identification of pupils who have a special need and require additional support. We will look to place children into the following categories that track their level of need:

| | SEN continuum | | | |
|------------------|------------------|------------------|------------------|------|
| Monitoring group | School Support 1 | School Support 2 | School Support 3 | EHCP |

Pupils can move up or down the continuum according to their achievements / outcomes, progress and characteristics.

At Mole Valley Gateway Federation Schools, 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 or young person. All staff work together as a team to provide for any identified need and external professionals become part of the team when appropriate.

The new vision: A whole school approach



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

They provide differentiated expectations for all their pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEN.

Additional intervention and support cannot compensate for a lack of good quality ordinarily available provision. The leadership team along with other external professionals will regularly monitor the quality of teaching focussing on the progress made by ALL children including those with SEND.

INSET and training will be provided to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

How does your school decide whether to make special educational provision?

Teachers will be monitoring and observing their pupils throughout the year and will collect evidence that will help them understand and meet the needs of their pupils. If they feel they have sufficient evidence they will meet with the SENCO and consider all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- ✓ accurate formative assessment
- ✓ internal staff moderation of progress
- ✓ provision management outcomes and any specific assessments e.g. reading,
- ✓ profiling of characteristics

Where pupils have higher levels of need, the school, where possible, aims to work in partnership with a range of other appropriate specialist professionals and agencies to assess and support e.g. Educational Psychologists, speech and language therapists, occupational therapists, CAMHS

How is the decision made to place pupils on the register and remove them from it?

A decision to place a child on the SEN register will be taken by staff and families together following a process of consultation and evidence gathering that clearly documents the reasons why that has happened and what area(s) the need relates to.

This information will be collated into an Individual Learning Plan (ILP) which will initiate the first cycle of **assess-plan-do-review** that will form the basis of current and future provision for that child. (See explanations below).

If following a review it is decided that the child no longer requires additional support the parents will be informed and the child will be removed for the SEND register.



Assess: “In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs” (6.45 COP)

We will ensure that we regularly assess all pupils’ 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 pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate

Plan: “Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review” (6.48 COP)

Where SEN Support is required the teacher and SENCO with the parent/carer will put together an individual learning plan (ILP) outlining the desired outcomes and the relevant adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. If appropriate, any targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

Do: “The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (6.52 COP)

Review: “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date” (6.53 COP)

How are parents, families, children and young people involved in this process?

Parents/carers are fully involved in planning for their children and work co-operatively with the school. They will be involved in meeting with the class teacher and SENCO each term to set objectives and review the progress made by their child. They will make comments as part of their contribution to the plan and may also suggest outcomes that would be relevant to home as well as school. Pupils will answer questions that contribute to the plan

SEN Provision

What does Additional Support mean?

Additional SEN support will be focussed around achieving the desired outcome highlighted on the ILP; they can take many forms which could include:

- a special learning programme for a child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with a child in a small group
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that children have understood things by encouraging them to ask questions and to try something they find difficult
- helping children to work with each other at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- seeking advice and support where necessary from external specialist practitioners

Supporting parents/carers and young people

The school want to make sure that they work in collaboration with families and help them find all of the information and support they need. We provide information through the following routes:

- The SEN Information Report (14 questions on the school website)
- Surrey's Local Offer which includes other agencies who provide a service [Special educational needs and disability \(SEND\) - Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk/special-educational-needs-and-disability-send)
- School's policies and documentation (available on the school website)
- Parent drop-in forums
- Face to face meetings with staff
- Newsletters

We also signpost parents to other sources of information and support including:

Surrey SEND information, advice and support service offer confidential, impartial and independent information, advice and support for young people 0-25 at :

<http://www.sendadvice.surrey.org.uk/>

Information about **Surrey SEND support service** are accessed through their website:

[Special educational needs and disability \(SEND\) - Surrey County Council \(surreycc.gov.uk\)](http://www.surreycc.gov.uk/special-educational-needs-and-disability-send-surrey-county-council)

Any parent that is not happy with the support provided by the school may choose to make a complaint following the school complaints procedure.

Supporting pupils at school with medical conditions

Please refer to the DfE guidance which came out in April 2014. In this section set out your commitment to meeting the needs of pupils with medical conditions.

Mole Valley Gateway Federation Schools recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (Page 4 of guidance)

The school will work in collaboration with families and medical professionals to support pupils at school with medical conditions through individual healthcare plans (IHP),

If a pupil has a medical condition that causes a disability, the school will comply with its duties under the Equality Act 2010 (page 5 of the guidance)

Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, this guidance should be read in conjunction with the SEN code of practice (page 6 of the guidance)

Monitoring and evaluation of SEN

The SEN governor and the Governing Body work closely with the SENCO to review and monitor the quality of provision across the school including monitoring and review of SEN funding. The school work alongside other local schools and agencies including the Dorking School Partnership and the Diocese to make sure they are fully informed and in line with other locality practices.

Training and development

In order for staff to support children with special and medical needs it is important that they are well trained and informed. The SENCO will work closely with staff and other professionals to identify the needs and provide appropriate training. This may be in-house training or be delivered by external professionals.

Staff induction will include an overview of supporting children with special educational needs and all staff will be given a copy of this policy.

Storing and Managing Information

All information will be securely managed within the school's own data management system and confidentiality policy: All documentation will be passed on to the appropriate school when the pupil moves on.

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review.

It will next be reviewed in September 2027.

Comments, compliments and complaints

If a parent of a child with special or medical needs wishes to make a complaint they should follow the processes highlighted in the school complaints policy, which is also available on the school website.

Appendix 1: Key documentation

The following documents have informed this guidance which you may find helpful:

- ✓ Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ✓ Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- ✓ Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- ✓ Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- ✓ [Surrey SEND 14 Toolkit for Pathway and EHC Plans](#)
- ✓ Surrey Provision Management Tool:
 - [Primary](#)
 - [Secondary](#)
- ✓ [Equality Act 2010](#)
- ✓ [Surrey Local Offer Website](#)