

**Sayes Court**  
PRIMARY SCHOOL



**SAYES COURT PRIMARY SCHOOL  
AND  
NURSERY**

**SPECIAL EDUCATION NEEDS  
AND  
DISABILITY (SEND) POLICY**

**Date for Review: March 2022**



## Inclusion Policy

At Sayes Court School we respect the unique contribution which every individual can make to our community. We celebrate diversity, while at the same time realising we all have more in common than we have differences. We work holistically to ensure the highest possible academic aspirations and social and emotional well-being for all pupils. We do this by embracing individual differences in ability, aptitude and level of skills. At Sayes Court School every teacher is a teacher of every pupil, including those with Special Educational Needs or Disabilities (SEND).

### Definitions

At our school we use the definition of SEN and for disability from the SEND Code of Practice (2014).

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 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...'**

### Key Roles and Responsibilities

#### SENCo

The Inclusion Manager at Sayes Court School has the role of SEN coordinator (SENCO). The SENCO has the day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care plans (EHCPs). Part of the role of the SENCO is to coordinate arrangements with the class teacher regarding those pupils with SEND.

The SENCo at Sayes Court School is Rochelle Richmond.

Assistant to SENCo is Louise Redman

Contact details: please contact via the school office 01932 845 093

[admin@sayescourt.surrey.sch.uk](mailto:admin@sayescourt.surrey.sch.uk)

## **Inclusion governor**

The SEN governor is responsible for monitoring the effectiveness of provision for children with SEND and other vulnerable groups.

The SEN governor at Sayes Court is Amy Forrester  
Contact details: please contact via the school office 01932 845 093  
[admin@sayescourt.surrey.sch.uk](mailto:admin@sayescourt.surrey.sch.uk)

## **Intervention TAs and Higher Level Teaching Assistants (HLTAs)**

All class TAs and HLTAs have also been trained to run specific intervention programmes designed to boost progress in key academic areas or to support the social, emotional and mental well-being of pupils.

## **Designated Adults for Safeguarding**

Role – Designated Safeguarding Leads (DSL's) are responsible for receiving and acting upon concerns about the safety and welfare of children within the school. They ensure all staff are familiar with, and adhere to, the school's Child Protection Policy.

Designated adults are Mrs Rochelle Richmond, Mrs Gill Coxhead and Miss Caroline Black

## **Medical needs**

The school admin team are responsible for welfare and first aid. All office staff are first aid trained.

## **Introduction**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 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 the Sayes Court SEND Information Report on the school website
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created in partnership with the Headteacher and SLT, the school governors, the SENCO, school teachers and representative parents.

This policy can be accessed through the school website or by requesting a paper copy from 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.

### **Aims and Objectives**

All pupils at Sayes Court School, regardless of their particular needs, are fully included in the school community and are provided with inclusive teaching to ensure they make the best possible progress and feel they are a valued member of the wider school community.

- We have high expectations of **all** pupils. We expect all pupils with SEND to meet or exceed the targets set for them based on their age and starting points.
- We will carefully plan provision to give pupils with SEND the support they need.
- We will work with parents/carers and with children to identify aspirations, and will set ambitious and personalised educational and wider outcomes.
- 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.

### **Objectives**

- To ensure pupils with SEND are effectively identified at the earliest possible opportunity so that early intervention can be put in place.
- To ensure provision put in place is monitored and evaluated regularly so that it is effective in meeting the needs of learners with SEND.
- To ensure the training and support for staff working with children with SEND enables them to effectively meet the needs of all pupils.
- To ensure the views of parents/carers and their children are taken into account when planning support and provision.
- To ensure the views of parents/carers and their children are taken into account when producing policies and developing practice relating to children with SEND.

### **Identification of Needs**

The SEN Code of Practice outlines four main areas of need:

- Communication and Interaction

Children with speech, language and communication needs 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.

- Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.

- Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as ADD (attention deficit disorder), ADHD (attention deficit and hyperactivity disorder) or AD (attachment disorder).

- Sensory and/or Physical Needs

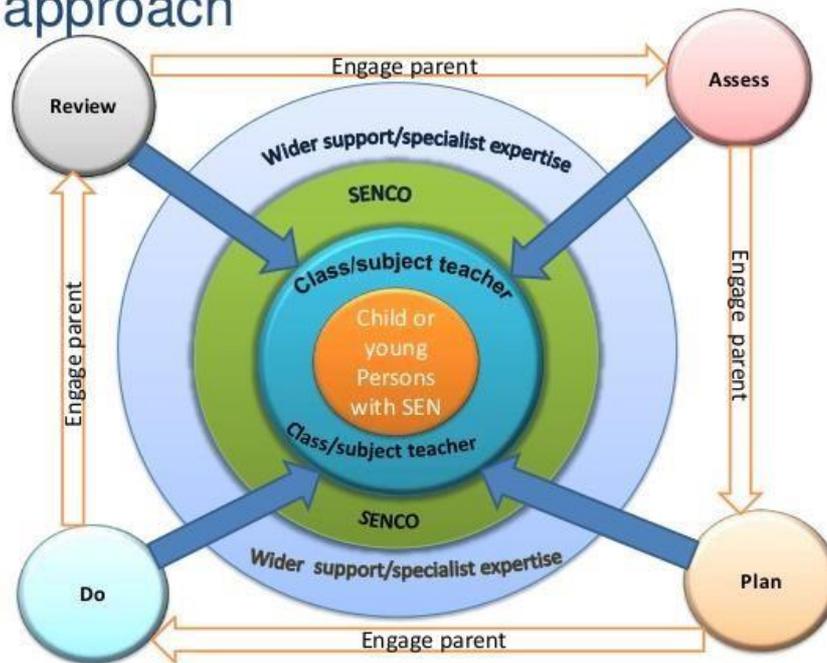
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time.

At Sayes Court School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the SEND of the child. This in turn will lead to the setting out of arrangements we will put in place to address those needs. Although a child's needs will sometimes fall into one main area of need, we recognise that every child is an individual and complex, therefore their needs are likely to fall into a number of the areas outlined above.

## **A Graduated Approach to SEN Support**

At Sayes Court School we have a whole school approach to SEN support. We work together to follow a cycle of assess – plan – do – review.

### 3. The reform vision: A whole school approach



#### Assess

- All teachers continuously assess the progress and outcomes of all pupils in their class, and by doing so compare these to their peers and national expectations. This is then used to inform any changes required to adjust the learning and environment as needed. If a teacher has a concern about progress, attainment or well-being they are encouraged to speak to the SENCo to discuss possible strategies that could be put in place.
- All pupils are assessed and monitored for progress and attainment every half term. The assessment and evaluation is carried out by class teachers and members of the Senior Leadership Team (SLT). This is then discussed by teachers and members of SLT at pupil progress meetings.
- Pupil progress meetings are also used to highlight any concerns that may not be identified through data analysis, for example concerns about attention and focus or about the emotional well-being of a pupil.
- We will listen to, and take into account, the views and experience of parents/carers and the pupil.
- Where appropriate we will draw on the assessment and guidance from other educational professionals eg. Educational Psychologists (EPs), Learning and Language Support (LLS) specialist teachers, Speech and Language Therapists etc.

#### Plan

- All teachers provide Quality First Teaching (QFT) to all children in their class by carefully differentiating and personalising the learning so that it is accessible and provides the right level of challenge for all learners.



- Pupil progress meetings are used to discuss any additional strategies that could be put in place to meet the needs of specific pupils through QFT, through an 'intervention' or whether support should be requested from an external professional.
- Where SEN support is required, the teacher, and SENCo where necessary, with the parent/carer will put together SEND Support Arrangements. SEND Support Arrangements are a personalized plan that outline the adjustments, interventions and support which will be put in place for the pupil. It also lays out any person centered outcomes identified for the child, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Parents/carers will be asked to share in the monitoring of progress through communicating with the class teacher.
- An intervention is a programme of support that runs for a fixed period of time, usually six to twelve weeks. This support is usually provided outside of the classroom, either in a small group or on a one-to-one basis. Most interventions are run by trained TAs or HLTAs. Sometimes more specialised interventions are run by trained teachers.
- Some children will receive additional support and/or intervention to boost their progress in a key area, even though they are not classified as needing SEN support.

## **Do**

- The Class Teacher is responsible for putting agreed strategies into place within the classroom through Quality First Teaching. She/he will also liaise closely with TAs or specialist staff who provide support set out in the SEND Support Arrangements and will monitor the progress being made.
- The SENCo will provide support, guidance and advice for the teacher.
- The quality of teaching and learning, and how it meets the needs of all pupils, is regularly monitored to ensure it remains of good quality. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.
- All parents/carers will be consulted if their child is receiving any additional intervention.

## **Review**

- The SEND Support Arrangements, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCo, parent/carer, and where appropriate the pupil.
- The reviews will inform the planning of next steps for a further period, or where successful, the removal of the pupil from SEN support.
- Where a child has received additional support to boost progress, but had not been identified as requiring SEN support, their progress and attainment will continue to be monitored and evaluated by the class teacher, SENCO and SLT. Adjustments will then be made to provision as needed.
- For pupils with an EHCP/Statement of SEN the Local Authority (ie. Surrey County Council) must review the plan at least annually.

## SEN Provision

### What does Additional Support mean?

SEN support can take many forms. This could include:

- A special learning programme
- Extra help from a teacher or a TA within the classroom
- Making or changing materials or equipment
- Working with children in a small group
- Observing a child in class or at break and keeping records
- Helping a child to take part in class activities
- Making sure a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping a child to work with other children in class or to play with other children at break and lunch
- Using strategies suggested by other educational professionals within the classroom
- Providing more structured activities for a child at break time
- Spending some time in a different class to access a different curriculum
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

### Managing the needs of Pupils on the SEN Register

- The SEN register is reviewed and updated termly by the SENCo and Class Teacher during pupil progress meetings. Parents/carers will be consulted when a child is added or removed from the SEN register. For more information on how children are identified for or removed from SEN support please see the section 'A Graduated Approach to SEN'.
- We take a joined up approach in our responsibility for children requiring SEN support. Class teachers are responsible for maintaining and updating the SEND Support Arrangements. Please see 'Key Roles and Responsibilities' and 'A Graduated Approach to SEN' for more information.
- Class teachers are responsible for monitoring the impact of any additional support put in place in the classroom to support a child through QFT. In order to do this all class teachers keep a provision map of the adjustments they make in class to support specific children and update this termly.
- The SENCo is responsible for monitoring and evaluating the impact of additional support and interventions that take place outside of the classroom. This is done by keeping a detailed provision map outlining detailed information about the targeted and specialist provision put in place to support specific pupils. The information recorded includes the date the support started, when it was reviewed, how often the support runs, the adult providing the support and data to measure progress over the course of the support. The SENCo will use this information to analyse and evaluate the impact of the support that has been put in



place and to make decisions about the provision to put in place in future. This analysis is done at least termly.

- All interventions used at Sayes Court have been researched or have proven positive outcomes eg. accelerated progress. We also run interventions that are recommended for specific children by external educational professionals eg. EPs, Speech & Language Therapists etc
- Through the analysis of the targeted and specialist provision map, further judgements can be made on the success of interventions run within school, this evaluation is then used to adjust and improve the interventions on offer.
- The analysis and evaluation of all provision maps is also helpful as evidence when we feel that we cannot currently meet the needs of a pupil through the school's resources and therefore need to request additional funding from the LA and/or an assessment for an EHCP. Please see guidance on this at <https://www.surreysendlo.co.uk/information/10send-resources#education,-health-and-care-plans>
- Please see our SEND information report on our school website for more information.

### **Supporting parents/carers and young people**

Our aim is to work with families to secure best outcomes for all our pupils and for them to feel as supported as possible.

- We follow Surrey County Council's admissions guidance.
- We always follow the access arrangements for statutory exams and assessments as recommended in the government guidance. This is the joint responsibility of the Assessment Lead, the SENCo and the class teacher. For non-statutory exams and assessments we follow the guidance offered through the assessment guidelines and make any reasonable adjustments as needed.
- Any transition processes are handled with thought and care. When children are transitioning to the next year group within school, they have opportunities to visit their new classroom and spend time with their new teacher. Where children need additional support we provide this in many ways, such as their new teacher sending them notes, being sent on jobs to their new classroom, spending time with their new teacher at break and being provided with a pictorial social story to help them prepare for the transition.
- Where a child is transitioning to secondary school they will take part in visit days to their new school. Any vulnerable children will be offered additional transitional activities at their new school. Each year the SENCo and Year 6 class teacher will also meet with the SENCO from the secondary schools to discuss the needs of more vulnerable pupils. Any relevant paperwork will also be passed over to the new school. The SENCo and year 6 class teacher will also meet to discuss specific children's needs and strategies that can be put in place to support them. The class teacher will also plan and prepare appropriate transition activities.
- Where a child in any year group is transitioning to a new school, and we are given notice of this move, the SENCo will contact the SENCO/Inclusion Manager at the new school to discuss transition arrangements and pass over relevant information.

- When a new pupil, who is deemed vulnerable, is due to join Sayes Court, and we have been given advance notice of this, the child and their family will be invited in for a visit in order to meet their class and their teacher. Where appropriate a pictorial social story will be sent home to help the pupil prepare for their first day. The SENCo will contact the SENCO/Inclusion Manager from the pupil's previous school to request any relevant information.
- Further advice and guidance is available through the 'SEND information report' and 'Quality First Teaching Strategy List' on our school website.
- Surrey's Local Offer is a database which includes other agencies who provide a service. This can be found at [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk) Please contact the Inclusion Manager if you would like support in accessing and/or navigating this website.

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

Sayes Court Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, school trips and physical education. Please see our medical policy for more information.

### **Monitoring and evaluation of SEN provision**

We regularly monitor and evaluate the quality of provision on offer to all pupils and this informs future developments and improvements. This is done by:

- Teachers and the SENCo analysing and evaluating the provision maps as outlined under 'Managing the needs of Pupils on the SEN register';
- The governing body regularly review SEND through Standards meetings, Full Governing Body Meetings and through governor visit days;
- The SEN governor meets with the SENCo on a termly basis to discuss and challenge the SEND provision in place;
- SEND and inclusion will have high priority in the School Improvement Plan (SIP);
- The SENCo is responsible for creating, implementing and updating the Inclusion Action Plan which outlines the strategic direction for inclusion within the school. This will take into account the SDP priorities. It will also link with other action plans as appropriate;
- Parents/carers will be invited to have input into the strategic and day to day direction for SEND provision through questionnaires and/or coffee mornings;
- Feedback will be gained from pupils through pupil voice interviews, SSA meetings and questionnaires;
- Best practice will be developed by the SENCo through working with SENCos/Inclusion Managers from other schools and by attending SENCO network meetings and the confederation SENCO forum;
- The SENCo, alongside her members of SLT, work together regularly to update the School's Evaluation Form;

- Surrey LA carry out SEN monitoring visits and OFSTED inspections will also provide a focus on SEND and inclusion.

## **Training and development**

We ensure that we keep all staff up to date with developments in teaching provision to meet the needs of pupils with SEND by:

- Being aware of the needs of our pupils so that teaching strategies can be matched to these needs;
- Regular monitoring of the quality of teaching and provision in order to identify gaps in teacher or TA skills or knowledge and in order to identify and then share best practice;
- SEND and Inclusion are given high priority in the staff development schedule which is delivered either by the SENCo or through other external educational specialists. Training for teachers has included updates on the 'National SEND reforms', 'How to create a One Page Profile', a 'Behaviour Surgery' from a behaviour specialist teacher and 'Supporting development of mathematical language and teaching early maths skills';
- Individual staff members, teachers and TAs have developed specialist areas. Training for TAs has included training in ELSA (Emotional learning support assistant) and Talk Boost (speech, language and communication).
- TAs also have a regular training programme which is led by the Inclusion Manager, other external educational professionals or by the TAs that have developed specialisms;
- Individual teachers and TAs are also given individual training that is relevant to support the needs of the pupils they are currently working with;
- The SENCo attends regular SENCo network, SENCo forum, networks to stay abreast of national or local changes and to keep developing best practice.

## **Storing and Managing Information**

We ensure all information is securely managed within our own data management system and confidentiality policy by:

- Ensuring all paper records are kept in locked cabinets
- All electronic records are kept in password protected files
- Records will be stored for the appropriate length of time and will be destroyed securely when necessary.

## **Reviewing the Inclusion Policy**

The Inclusion policy will be kept under regular review by the SENCo.

It will next be reviewed in October 2020.

## **Appendix A: Accessibility Plan**

### **Introduction**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on schools and Local Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils, parents/carers, staff and visitors and to implement their plans.

Since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

### **Definition of Disability**

According to the DDA a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

### **Key Objectives**

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Access to the school curriculum
- Access to the physical environment of the school
- Access to written information

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

## **Access to the school curriculum**

The school Inclusion policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs.

- As stated in the Inclusion Policy all teachers at Sayes Court work together to secure an inclusive environment and support individual's needs. All teachers use Quality First Teaching (QFT) by ensuring they make learning accessible to **all** pupils including those with a disability. This may be done in a variety of ways, which may include, considering seating arrangements, differentiating the curriculum to level of ability, using specialist resources and/or acting upon advice given by external professionals.
- All staff training is planned in order to develop staff so that they can meet the needs of our current cohort. The training provided therefore matches the needs of our pupils. Training will be provided, as needed, to all staff regarding the needs of disabled people, and how to provide assistance, to enable them to enjoy the school experience as fully as possible.
- Specialist resources are identified, ordered and provided as needed. The purchase of such items are identified in the Inclusion Budget. Where possible part of the Inclusion Budget is kept aside to be used flexibly should a new pupil need be identified.
- We work closely with external professionals and agencies to seek advice on how best to support pupils with SEN and/or disabilities.
- Where necessary we would make reasonable adjustments to ensure that pupils with a disability were able to access and participate in extra-curricular clubs, leisure/cultural activities and educational visits.

## **Access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Sayes Court Primary School.

- The entire school is built on ground level and all parts of the building are wheelchair accessible by ramp. There is one disabled toilet near the entrance of the school.
- All doors are painted a contrasting colour to the walls to ensure that they stand out. Steps within school are not currently demarcated to make them easily visible, this is an area of priority.

- We do not currently have an specialist equipment such as soundfield systems and enhanced acoustic treatment installed. This will be investigated if the need arises and taken into account should any building works be initiated.
- If planned building works go ahead to expand the school the new building will also be wheelchair accessible, there will be an additional disabled toilet present and doors will continue to be painted a contrasting colour to the walls. Any steps will be clearly demarcated.

### **Access to written information**

- We will seek advice from specialist services as needed e.g. seeking advice from Physical and Sensory Support regarding a parent who uses British Sign Language or seeking advice from REMA for a parent that speaks no English.
- We will take into account pupils' and parents' disabilities and preferred formats for disseminating information e.g. enlarged font size for a parent with visual impairment can be made available within a reasonable time frame.

## **Appendix B: Related Policies**

Medical Policy

Teaching and Learning Policy

Assessment Policy

Child Protection Policy

Safeguarding Policy

Marking and feedback Policy

Equality and Single Equality Scheme

Anti-bullying Policy

## **Appendix C: Acronyms**

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENCO – Special Educational Needs Coordinator

SLT – Senior Leadership Team

EP – Educational Psychologist

EAL – English as an Additional Language

SDP – School Development Plan

QFT – Quality First Teaching

TA – Teaching assistant

HLTA – Higher level teaching assistant

## Appendix 4: 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>
- Keeping children safe in education <https://www.gov.uk/government/publications/keeping-childrensafe-in-education--2>
- Surrey SEND 14 Toolkit for Pathway and EHC Plans  
[https://new.surreycc.gov.uk/\\_data/assets/pdf\\_file/0016/32245/SEND14\\_Toolkit\\_v1.0.pdf](https://new.surreycc.gov.uk/_data/assets/pdf_file/0016/32245/SEND14_Toolkit_v1.0.pdf)
- Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Surrey Local Offer Website [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)