

**BANSTEAD  
COMMUNITY JUNIOR  
SCHOOL**



**SPECIAL EDUCATIONAL  
NEEDS AND DISABILITY POLICY**

**2020**

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# BANSTEAD COMMUNITY JUNIOR SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### 1. Mission Statement

At Banstead Community Junior School, it is our aim to promote inclusion so that children with Special Educational Needs can achieve their full learning potential. We aim to provide access to a broad, balanced, creative and challenging curriculum, along with a wide variety of opportunities and experiences.

### 2. What are Special Educational Needs (SEN) or a disability?

The definition for SEN and for disability from the SEND Code of Practice (2014) reads as follows:

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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long term-health conditions such as asthma, diabetes, epilepsy, and cancer.

It is our duty to ensure that we do not directly or indirectly discriminate against disabled children. We will ensure that we promote equal opportunity in every aspect of school life. It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and to anticipate potential barriers so that reasonable adjustments are made in a timely manner.

### **3. Inclusion and curriculum entitlement**

The National Curriculum's statement on Inclusion asserts that:

*“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches.*

At Banstead Community Junior School we endeavour to give children access to a broad, balanced curriculum and differentiate learning to accommodate individual needs.

### **4. Making provision for pupils with SEND**

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based.

The aims of our special educational needs and disability policy in the 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 for all.
- To ensure that children and young people with SEND engage in the activities of the school as part of their peer group.
- To use our best endeavors 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 in order to evidence high levels 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 vulnerable learners.

## 5. Identifying Special Educational Needs

At Banstead Community Junior School we are committed to the early identification of needs. We adopt a graduated response, as specified in the Code of Practice. This approach recognises that there is a continuum of special educational needs, and that a range of strategies and classroom resources should be put in place before calling upon outside and specialist resources. We recognise that special educational provision is underpinned by high quality teaching and is compromised by anything less.

We aim to provide every child with a broad, balanced curriculum that meets their individual needs and provides challenge for all. All staff are responsible for being aware of the individual needs of pupils. Teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils access support groups, support from teaching assistants or specialist staff.

## 6. How does our school know if children need extra help?

We know that pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- 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:

**Communication and Interaction** - This describes pupils who have speech, language and/or communication needs (displaying difficulties 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. Children and young people with Autistic Spectrum Disorders (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.

**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. Specific Learning Difficulties (SpLD), affect one or more

specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health** - Children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

**Sensory and/or Physical** - 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. 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 learning.

## 7. What happens when a SEND has been identified?

When a teacher is concerned that a pupil may have, or is already known to have, a special educational need, they will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will discuss their concerns with the Inclusion Manager, who will seek further detail and possibly also become involved in the gathering of information which will be used to inform next steps.

Depending on the outcome of the assessments and information gathering, with the parents' consent, the child may be placed on the school's SEN register at 'SEN Support' stage. If additional/different provision is required a "SEND Support Arrangements" document and a one page profile may be completed. The school may also decide to complete an assessment using the Early Help approach.

The SEND Support Arrangement is intended to be a working document which is regularly updated as more is understood about a child's SEND and in response to interventions provided. The class teacher and/or Inclusion Manager will liaise with parents (and with the pupil if appropriate) in drawing up a Support Plan which will specify clear outcomes to be reached by meeting the SMART (Specific, Measureable, Achievable, Relevant and Time-bonded) targets which are recorded and reviewed termly.

The Inclusion Manager may decide to seek advice from external agencies. This is normally if progress rates are judged to be inadequate despite the delivery of

high-quality interventions. This will only be undertaken after parent permission has been obtained and may include referral to:

- Educational Psychology Service (EP)
- Learning and Language Support Team (LLS)
- Speech and Language Service (S & L)
- Behaviour Support Team (BST)
- Autism Outreach Team
- Physical Sensory Support Service (PSSS)
- Inclusion Officer (formerly Education Welfare Officer EWO)
- Social Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

## **8. Plan, Do, Review**

The SEND Code of Practice encourages a 'plan, do, review' approach to support pupils with SEND.

**Plan** - The teacher and Inclusion Manager will agree the adjustments, interventions and support to be put in place. This will document the expected impact on progress, development or behaviour, along with a clear date for review. The Inclusion Manager may decide to seek advice from external agencies in agreement with the parent.

**Do** – Teaching staff are responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

**Review** – The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue.

## **9. Transition for pupils with SEND**

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding the pupil's needs will be shared with the receiving school. Arrangements may be made, for example: visits from a member of staff from the receiving school, depending on the needs of the pupil. Similarly, transition from one year group to another within the school may need to be carefully planned for and parents would be encouraged to be involved in this process.

## **10. Requesting an Educational, Health and Care needs assessment**

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **11. How much support will a child receive?**

For pupils with SEND without an EHCP, the decision regarding the type and level of support provided will primarily be led by the Inclusion Manager, in consultation with the class teacher and parent. This will differ according to the individual needs of pupils. The school's response to intervention and support is graduated as per Surrey guidelines and is tailored to a pupil's needs. If a child has **an EHCP**, there may be specific entitlements included in this so that a child has regular access to outside agency support and therapies.

## **12. Parent Partnership and Information Sharing**

So that parents are aware of the support available from our school, and through services within Surrey, we provide additional information about this in our SEND Information Report (available from our school website under 'Links to Key Documents', 'SEN Policy'; 'SEND 14 Questions' and 'SEND Provision Map'). We also include a link to Surrey's Local Offer.

We actively encourage parents to work in partnership with the school to ensure that both the child and parents are central in the decision-making process in order to ensure our pupils have the best possible life chances. We value the vital role parents play in their child's learning, and recognise the positive impact of parent involvement on pupil progress.

**Where useful, our pupil welfare lead works closely with parents, offering support through meetings or liaison by telephone.**

Parents are notified early of any concerns regarding their children's progress and will be notified if their child is to be monitored on the SEND Register. Parents are also informed when a member of the Multi-Professional Team visits their child and of any advice given to support in school.

Some children, for example those with EHCPs or with behavioural/emotional needs, may have home-school contact books or weekly record sheets.

Parents are invited and warmly welcome to meet with the Inclusion Manager to discuss different and additional provision made for their children by telephone, email, or by arranging a meeting.

We respect the differing needs of parents such as disability, communication or language barriers and endeavour to communicate effectively: for example, we will try to find a translator for parents whose first language is not English.

### **13. Responsibilities**

It is a whole school responsibility to meet the needs of children with SEND. The Governing Body has a mandatory responsibility towards the children with SEND, meaning that they are responsible for:

- Ensuring provision is made for pupils with SEND;
- Ensuring children with SEND have access to the activities of the school as far as possible;
- Reporting to parents regarding the implementation of the SEND policy;
- Having regard to the SEND Code of Practice when carrying out their duties;
- Ensuring parents are notified of any decisions to support a child, or of changes to a child's provision.

The Head Teacher has overall responsibility for the day to day organisation of SEND, which has been delegated to the Inclusion Manager, Mrs Gemma Humphrey. There is also a designated Governor for SEND.

The Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of the SEND policy;
- Co-ordinating the provision for children with Special Educational Needs or Disability;
- To be the Designated Teacher for Looked After Children (LAC) and Children in Care (CiC);
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents/carers of pupils with SEND;
- Managing the professional role of the Learning Support Assistants, HSLW and ELSA
- Advising and supporting school staff;
- Contributing to the professional development of staff;
- Monitoring the progress of children on the school's SEND Register;
- Ensuring that Support Plans are in place, and reviewed where applicable;
- Ensuring that relevant information about children with SEND is collected, recorded, updated, and disseminated as appropriate;

- Liaising with early years providers, secondary settings and external agencies including SEND Management, the Multi-Professional Team, Health and Children's Services;
- Facilitating liaison between parents, outside agencies and other professionals;
- Working with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Class Teachers are responsible for:

- Target setting and formulation of support plans for their pupils with SEND;
- Ensuring that the needs of all children in his / her class are met through a differentiated curriculum and suitable deployment of support staff;
- Familiarising themselves with children's records and information regarding SEND;
- Keeping the Inclusion Manager informed of any changes to need or circumstances;
- Implementing advice and strategies suggested by the Inclusion Manager or outside agencies;
- Informing the Inclusion Manager of their concerns, or concerns expressed by parents regarding pupil progress.

Teaching Assistants and Learning Support Assistants are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the Class Teacher and the Inclusion Manager;
- Providing feedback to the teacher regarding children's progress during or shortly after lessons;
- Providing feedback to the Inclusion Manager regarding children's progress toward achieving learning targets;
- Keeping records of their work with individuals or groups.
- Aiding the class teacher to formulate support plans.

Parents are encouraged to:

- Discuss targets with their children and support progress toward achieving them;
- Keep the school informed of any changes to their child's need or circumstances;
- Attend meetings and/or reviews as appropriate;
- Give feedback regarding provision made by the school;
- Supply copies of any correspondence from medical professionals relating to the care of their children.

## **14. Admission arrangements**

We welcome all children to Banstead Community Junior School and endeavour to ensure that the appropriate provision is made to support their individual needs. Pupils with EHCPs are admitted to the school and fully included unless this would be incompatible with the efficient education of other children and there are no reasonable steps that could be taken to prevent this incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Children with special educational needs and disabilities will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission Policy. This takes into account the suitability of the child to mainstream education, alongside the availability of resources and facilities to meet that child's needs.

For details of provision made throughout our school, please see 'SEND 14 Question Response' and 'SEND Information Report'. These can also be found on the school website under 'Documents', which provide information regarding provision for children with SEND at Banstead Community Junior School. Our school is governed by the Surrey LA, which also has a published Local Offer here: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>  
The Surrey Local Offer will provide information regarding outside agency services that are commissioned to support Surrey schools.

## **15. Allocation of resources**

The delegated SEN budget may be used to run intervention groups or to purchase relevant resources. It may also cover professional development courses for staff so that children's needs are understood and so that school staff have a range of strategies to support the children. It may also be used to provide 1:1 adult support time for some learners, though there is top up funding allocated for this purpose if a pupil has an EHCP.

## **16. Evaluation of the policy**

This policy is subject to an annual cycle of monitoring, evaluation and review by the Inclusion Manager, Senior Management Team and Governing Body.

The efficacy of intervention and "SEND Support Arrangements" is also evaluated termly through analysis of assessment data and is adjusted accordingly.

## **17. Procedures for concerns**

Parents should contact the class teacher in the first instance if they have concerns. Subsequently, they may wish to speak with the Inclusion Manager, though further concerns may be raised with the Head Teacher or Governing Body if appropriate.

The Parent Partnership helpline is available for parents who wish further information or support. [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

## **18. Staff development**

There are regular meetings to discuss individual needs, with opportunities to share strategies and good practice. Through these meetings and annual appraisal reviews, additional training needs may be identified and courses arranged accordingly. Opportunities to feedback following training are also provided.

The Inclusion Manager delivers INSET related to SEND for teachers and support staff, and meets with new staff or Newly Qualified Teachers (NQT) to induct staff regarding the SEND policy. Teaching staff and Learning Support Assistants are provided with an Inclusion Support Handbook, which gives strategies to support children with high incidence SEND. Information regarding rarer and more complex needs is accessible to all staff in inclusion files located in the Staff Room. Teaching staff are responsible for employing support strategies provided in the Handbook and/or SEND files in the first instance, then may ask the Inclusion Manager for further support as necessary. This forms part of the school's graduated response, which begins with good Quality First Teaching for all pupils.

## **19. Links with other educational establishments**

The Inclusion Manager liaises with colleagues at feeder schools and meets with staff from local secondary schools at transition times. Information and pupil files are passed on to a child's next school when they leave us.

A group of vulnerable Year 6 children transferring to The Beacon School usually make a special visit to meet the inclusion staff in the Summer Term.

Year 2 children from our infant feeder school are also offered visits to us if transition is worrying them or causing concerns.

## **20. Children in Care/Looked After Children (CiC/LAC)**

In the event that Banstead Community Junior School has children in care on roll: they will have access to the same graduated response to Special Educational Needs and Disability as set out in this policy. Children in care will possess statutory Personal Education Plans (PEP) that are shared with social care and the Surrey Virtual School. As PEPs are focused upon progress in cognition and learning, children in care may also require separate Pastoral Care Plan (PCP) documentation or a SEND Support Plan to document, track and review additional needs. All documentation will be shared with social care and Surrey Virtual School via the 'Welfare Call' secure portal. The school will also send support plans home to carers and parents, depending upon circumstance and safeguarding consideration.

## **21. British Values**

The School will ensure in policy and practice that it adheres to the fundamental British Values as detailed in Ofsted Handbook for Inspection, September 2014. The fundamental British Values include valuing democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils will be taught to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **22. Spiritual, Moral, Social and Cultural Development**

Where possible, lessons, either through specific planning or ad-hoc opportunities, will promote the spiritual, moral, social and cultural development of pupils and their understanding of the role of society and their place within it. Through this approach, the school and specific subject teaching, aims to prepare pupils for the opportunities, responsibilities and experiences of later life.

**Highlighted text in this policy shows what has changed since the last review.**