Special Educational Needs and Disability Policy

January 2019

Agreed by Curriculum Committee:

Ratified by Full Governing Body:

Next Review: May 2020
Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years 2014 and has been written with reference to:

- Equality Act 2010
- SEND Code of Practice 0 to 25 years statutory guidance
- School SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- NASEN guidance
- Safeguarding Policy
- Accessibility Plan
Role of the Special Educational Needs Co-ordinator (SENCo)

Our SEN Co-ordinator is Mrs Lisa Payn. She can be contacted through the school office (0208 398 3039) or alternatively through email lisa.payn@tdjs.org. She is a qualified teacher with experience of teaching in mainstream and specialist schools, who holds the NASENCo award.

The SEN co-ordinator, with support of the Head teacher and governing body takes responsibility for:

- The day-to-day operation of the school’s SEND policy
- Overseeing the production and monitoring of the SEND register
- Liaising with and advising staff
- Managing mainstream learning support assistants (LSA)
- Overseeing intervention provision across the school
- Co-ordinating the provision for children with SEND
- Specific small group or individual teaching as appropriate
- Overseeing the writing, distribution and review of the SEND Support Arrangements
- Overseeing the records for all pupils with SEND within the mainstream setting
- Tracking children with SEND within the mainstream setting
- Liaising with parents of children with SEND (along with Class Teacher/LSAs/TAs)
- Contributing to in-service training of staff
- Liaising with external agencies as appropriate including Educational Psychologists, Learning and Language Support Service, the district health authority, children’s services (e.g. Speech and Language Therapy, Occupational Therapy)
- Organising and attending review meetings for children who have an Education, Health and Care Plan
- Writing an annual School Improvement Action Plan to set targets for improvement and identify strategies
- Liaising with the Head of Centre

Roles and Responsibilities of Staff

The Governing Body
The Governors, with the Head teacher, Head of Centre and SENCo, are responsible for determining the general policy, the approach to provision so the needs of the children with SEND are met. The Governor with responsibility for the centre is Kate Robson and for SEND in the mainstream setting is Rebecca Walker. They report back to the governing body on a regular basis.

The Head teacher
The Head teacher is responsible for the management of special needs throughout the school.

The Head of Centre
The Head of Centre is responsible for:
- The day-to-day management of the Special Needs Policy in respect of the Specialist Centre children
- Overseeing the production of and monitoring the SEND register in respect of Specialist Centre children
- Managing Centre Teacher and LSAs
- Teaching within the Specialist Centre
- Liaising with and advising teachers
- Co-ordinating the provision for children in the Specialist Centre
• Overseeing the writing, distribution and review of SEND Support Arrangements for children in the Specialist Centre
• Overseeing the records for all pupils in the Specialist Centre
• Tracking children within the Specialist Centre
• Liaising with parents of children in the Specialist Centre (along with Class Teacher/LSAs/TAs)
• Contributing to in-service training of staff
• Liaising with external agencies as appropriate including Educational Psychologists, Learning and Language Support Service, the district health authority, children’s services (e.g. Speech and Language Therapy, Occupational Therapy)
• Organising and attending review meetings for children in the specialist centre
• Writing an annual School Improvement Action Plan to set targets for improvement and identify strategies
• Liaising with SENCo
• Attending Admissions panels for Specialist Centre
• Overseeing transitions of pupils to secondary schools

Teaching Staff
All our staff share the responsibility of meeting an individual’s special educational needs and are aware of the school’s procedures for identifying, assessing and making provision for these pupils. All teachers are responsible for wave 1 provision (quality first teaching) for pupils with SEND. The correct provision is achieved by liaising with the SENCo or Head of Centre to agree targets, informing and liaising with parents. Teachers are responsible for the progress and development of all pupils including those with SEND, identifying on the planning for the provision that is being made for those children with SEND and how they are using staff in and out of class to support the learning needs. Teachers are also responsible for supporting the SENCo in writing and reviewing the SEND Support Arrangements or EHCP which will include the writing of SMART outcomes.

Year Leader
The year leader organises the timetable for TAs. They are responsible for identifying children within the year group who need to access wave 2 provision such as intervention groups.

Learning Support Assistants/Teaching Assistants
The Learning Support Assistants (LSAs) and Teaching Assistants (TAs) work alongside the staff supporting children’s individual needs. Children with an Education, Health and Care Plan (EHCP) are supported by the LSA according to the level indicated in their paperwork. The support staff are aware of pupils and their needs and refer to the SEND register for any clarification.

School Aims
Thames Ditton Junior School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils’ diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

Thames Ditton Junior School has a Specialist Centre for children with learning and additional needs and uses its expertise and resources to benefit all children with Special Educational Needs. Children from the Specialist Centre benefit from being included in a mainstream class wherever appropriate. The school aims to:
• Promote individual confidence and positive attitude
• All children have opportunities to meet personal standards of excellence
• Every child has access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
• All children are given equality of opportunity to participate fully in school activities
• Early identification of special educational needs
• Removal of barriers to learning and achievement
• Effective assessment and monitoring of needs
• A relevant graduated response to pupils’ needs
• Appropriate provision for children with SEND (Special Educational Needs and Disabilities)
• Close and effective partnership between parents, school and outside agencies
• Children’s and parental views are valued and listened to
• Delivery of relevant In-Service Training

Identification of Special Educational Needs

Children with SEND may be identified through liaison with infant schools, parental information, the Class Teacher’s observations, records and assessments and through referrals from outside agencies in line with the Local Authority’s up-dated criteria.

The school recognises that all children have individual needs, strengths and areas of difficulty. Every child in the school will have an individual profile (one page profile) that has been created through discussion with the child and the school, which summarises important information. This is a beneficial tool as it highlights key strengths and areas for development for the pupil. Pupils are able to identify key strategies that enable them to learn best.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching and differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. School leaders monitor the quality of teaching through appraisal and drop-in observations. This includes reviewing and, where necessary, improving teachers’ understandings of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Initial concerns voiced by the Class Teacher are recorded. This involves describing the nature of the concern and recording the parents’ views. Relationships with peers and adults together with input from all relevant staff are also noted. The Class Teacher and SENCo will decide a course of action in consultation and agreement with the parents and a review date will be set. All teachers are responsible for monitoring the progress of children using the provision map guidance and referring to the graduate approach of ASSESS-PLAN-DO-REVIEW to support pupils with SEND.

Assess: The class teacher, with some support from the SENCo, should carry out a clear analysis of the pupils’ area of need. This will include drawing on the teacher’s assessments and experience of the pupil, their progress and attainment. The teacher will implement classroom strategies and resources to support the area of need.
Plan: The teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, intervention and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear review. The SENCo may decide to seek advice from external agencies in agreement with a parent.
**Do:** The class teacher is responsible for overseeing the implementation of what has been agreed in the planning stage. They will work closely with any specialist 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 of the quality of support and interventions will be evaluated, along with the views of the pupil and their parents. If adequate progress has not been made, revisions will be made to the plan and this ‘plan-do-review’ cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with high quality teaching, they will be removed from the SEND register.

**Strategies to establish the nature of a child’s difficulties and their impact on learning include:**

- Listening to parents/carers
- Pupil interviews
- Analysis of children’s work
- Standardised and diagnostic tests
- Teacher’s observations
- Information to parents about how to help at home and how to access help from outside agencies

**Areas of Need**

There are four broad areas of need in the SEND Code of Practice. These categories provide an overview of the range of needs that can be planned for. We consider the needs of the whole child but refer to these categories to explain the needs of a child and to consider the priorities for our provision.

These are:

- **Cognition and Learning:** Support for learning difficulties may be required when pupils 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), and Specific learning difficulties (SpLD); which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Communication and Interaction:** This describes pupils who have speech, language and communication needs, often displaying difficulties communicating with others, receptive and expressive difficulties. Pupils with Autistic Spectrum Disorders (ASD) such as Autism and Asperger’s Syndrome are likely to have difficulty with social interaction, communication and imagination.

- **Social, Emotional and Mental Health difficulties:** There are a wide range of social and emotional difficulties which may lead to children becoming withdrawn or isolated, as well as displaying disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety/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 hyperactivity disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs:** Some pupils require special educational provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. Children who require specialist support and/or equipment to access their learning will also include those with a vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI).
The following are not categorised as Special Education Needs but may impact on progress and attainment:
- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Children who receive ‘Pupil Premium’
- Being a ‘Looked After Child’
- Being a child of a service man or woman

Process of identification
Once a child is identified as having a special educational need the school has adopted the following procedures in keeping with the Code of Practice:
- Ongoing discussion with, and involvement of, parents/carers
- Special Educational Needs and Disability Register- this is a computerised register on the SIMSnet system. Children are placed upon the register with brief details of the nature of their special needs or disability. This is regularly updated. A child is only placed on the register with parental consent.
- All children will benefit from our ‘Wave 1 and Wave 2’ support (see appendix 1)
- Children who receive SEN support will have targets, and additional support and/or interventions.
- Children who receive additional help with ‘SEN Support’ and are not making sufficient progress may be identified as needing an ‘Education and Health Care Plan’ (EHCP).
- Assessment leading to an Education Health Care Plan (EHCP). The school or parents may initiate an assessment if it is felt that a child is not making sufficient progress with SEN support. Information is gathered and outside agencies will submit a recent report. A panel of professionals outside the school will look at the evidence and decide if the child’s needs warrant an EHCP. An EHCP provides a written entitlement to need and will provide statutory guidance as to how needs can be met.
- Children who have an EHCP will have access to our ‘Wave 3’ support (see appendix 1) and there will be regular involvement of other professionals with the school and family to ensure individualised provision is enabling good progress.
- Reviews- SEND support arrangements are reviewed twice per year. Annual reviews for pupils with EHCPs follow the procedures set out in the Code of Practice.

For more detailed information on the SEND provision, please see the following appendices and websites:
- Waves of provision (Appendix 1)
- SEND Information Report (Appendix 2)
- Education, Health and Care Plan (EHCP) process (https://www.gov.uk/children-with-special-educational-needs/overview)

Special Provision

Providing for special educational needs and disability is the responsibility of all teachers. Teachers are responsible for ensuring that support staff and parents are informed about individual pupil’s needs and how they might be affecting progress. When making decisions on programmes of work for SEND children they should reflect that children learn best when:
- They are actively involved in their own learning and progress
- They experience success and have a positive image of themselves
• They are encouraged to question, discuss and explain
• They understand the nature of their tasks and can achieve independence
• They feel happy

Thames Ditton Junior School, in line with the Special Educational Needs and Disabilities Code of Practice 2014, adopts a graduated response in order to help children with SEND. Parents’ knowledge, views and experiences are highly valued and parents are involved at all stages. If the school feels it is necessary to consult with other agencies or professionals, parents are consulted and consent is requested before any action is taken. An individual SEND Support arrangement is written for a child once they are added to the special needs and disability register. This is introduced by the class teacher and discussed with and signed by the parents of the child.

Thames Ditton Junior School is committed to inclusion and aims to provide equality of opportunity for all pupils. Pupils have full access to the mainstream curriculum and are fully included in the life of the school. All classes are supported by Teaching Assistants for part of the school day. Work is differentiated by task, support, input or outcome to meet the individual needs of pupils. This applies to the entire spectrum of children with SEND.

• Intervention groups will be monitored by Heads of Year and in liaison with SENCo.
• Support is usually given in a small group and will be within the context of ongoing class work (where appropriate) and current SEND Support Arrangements. The Class Teacher ensures that the child does not miss vital information if s/he has been working outside the classroom.
• The school will ensure that children with SEND will have access to a broad and balanced curriculum including the National Curriculum.
• A variety of assessments are used to identify barriers to learning e.g. a PhAB (phonological assessment battery) assessment may be used to raise awareness of dyslexia tendencies.
• Pupils’ achievement is raised through differentiation of materials, additional adult support, additional time, support groups and, where necessary, specialist equipment.
• Request for special arrangements for KS2 tests is sought in advance of the tests.
• Advice is requested from outside agencies/specialists.
• All children are included in every aspect of education, such as school trips, extra-curricular activities and they are encouraged to hold positions of responsibility.
• Children from the Specialist Centre attend English and maths sessions in the Centre and the rest of the time in the mainstream supported by LSAs. The time spent in the mainstream class will depend upon the individual needs of the child. Class teachers will have an overall view of the child’s learning and will liaise with the Specialist Centre LSAs and Head of Centre in respect of learning in the mainstream classroom.
• Learning support assistants in the Centre meet with class teachers to plan and adapt resources.

Please refer to the school’s Accessibility Policy which can be located on the school’s website.

Monitoring and Evaluating

Strategies are employed to enable the child to progress and are recorded within a SEND Support Arrangement. These outcomes are written in the autumn and spring terms and focus on concise objectives that are set for children who are on the SEND register. These objectives form part of a support arrangement that will be monitored and reviewed by the class teacher, LSAs and SENCo termly. Copies of the new outcomes are sent home and subsequently discussed at Parents’ Evenings or parents can make an appointment to discuss them with the Class Teacher and/or the SENCo as appropriate.
The termly review of outcomes is an important opportunity to assess how a child is progressing and may result in a child being removed from the Special Educational Needs and Disability Register. The child will continue to be monitored by the Class Teacher in order to ensure their progression within the differentiated curriculum. Regular and rigorous review ensures children’s needs are being most effectively provided for and that they are identified in the Code of Practice. Continuous monitoring and systematic review enables children to enter and exit the SEND register.

Each term the SENCo looks at all of the class SEND files and considers:
- The appropriateness of outcomes and strategies
- The involvement of parents
- The liaison with appropriate external agencies
- The progress made by the child
- Whether there is a need for further intervention or a change in strategies
- The Head Teacher and SENCo monitor the attendance of children on the SEND register each half term
- The Head Teacher and SENCo analyse pupil tracking date each term to ensure children with SEN are making appropriate progress
- The SENCo, Head of Centre, Head Teacher, SEND Governor, Centre Governor, Class teacher representative and Parent Liaison Group will review and evaluate the impact of SEND policy and practice once every academic year.

An Annual Review takes place within one year of the date of an EHCP being issued. The procedures which are followed for inviting professionals to the meeting and the distribution of advice, etc. are written in the SEND toolkit. Parents are also invited to attend their child’s annual review as it is imperative for ‘Parental Voice’ to be acknowledged and gives parents the opportunity to share thoughts and concerns which contribute to the outcomes of their child.

The school liaises with feeder schools and with schools that the children move onto in order to ensure a smooth and effective transition. As Thames Ditton Infant School is the main feeder school, the Head of Year 3 and the SENCo visit the school during the summer term to have an initial meeting regarding the children who will be transitioning to TDJS. It is during this meeting that children with SEND are addressed. Following on from this meeting, TDJS year 3 teachers and TDIS year 2 teachers meet to discuss the children transitioning. A further meeting is arranged between the SENCOs at both infant and junior school to discuss in more detail the children on the SEND register. As TDJS is the main feeder school for children attending Hinchley Wood, the year 6 teachers at TDJS have in depth meetings with the Year 7 transition leader and SENCo of the school.

Resources

The use of the school’s funding for SEND will be reviewed annually. It is the responsibility of the Head teacher, School Manager, Finance Governors, Centre Governor, SEND Governor and the SEN Coordinator and Head of Centre to designate its use. It will generally be used in the following areas:
- Learning Support Assistants’ salaries
- Buying of specialist equipment and resources to support children with special educational needs and disabilities
- Training and development for staff and the SENCo

An individual EHCP budget is used to support an individual child, the expenditure of which is determined by the family and professionals in consultation.
Special Facilities within the School
- A disabled toilet is available.
- Specialist Centre for pupils with learning and additional needs.
- Therapy room for use by children with sensory needs.
- A disabled parking bay is available.
- Dedicated teaching spaces for children in the Specialist Centre.

Staff Development and Support Services

All staff, including teachers and learning support assistants, attend workshops involving external agencies and INSET days highlighted in the SEND Development Plan, to develop staff knowledge and increase strategies to support children with SEND. The SENCo is responsible for organising in-service training for colleagues.

The school is involved with the following services:
- Educational Psychologist service
- Speech and Language Therapy
- Occupational Therapy
- English as an Additional Language support services
- Learning and Language support services
- Physical and Sensory support service
- Surrey SEND Information, Advice and Support Service (SSIASS)
- Outreach services from Linden Bridge Special School
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour Support
- Educational Welfare Officer
- School Nurse
- Traveller Support Services
- Home School Link Worker
- ELSA- Emotional Literacy Support Assistant

Visits are arranged as the need arises and this can vary from a one off visit to a series of visits. Parents are kept fully informed when outside agencies/specialists are involved with their child/children through contact with the class teacher, SENCo, outside specialists and Head teacher. Following the observation of a child by an outside agency, the parents are provided with a copy of the report of the agency’s observations and recommendations. The health services are a vital link with the child’s home in respect of identification and practical support for those children who may have SEND. All medical information and reports on children are confidential.

Admissions
Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the School’s Admissions Policy, taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet that child’s needs. Children with an EHCP giving Thames Ditton Junior School as their named school receive priority, provided the school is able to meet their needs. Children admitted into the Specialist Centre will need to meet the admissions criteria set out by the Local Authority. These can be found on the Surrey County Council Website.
Storing and Managing Information

Children’s data, individual reports and meeting notes are kept in an individual file and locked in a filing cabinet in the SENCo’s office. Each class teacher is responsible for the SEND File of their class, which contains individual information about the children on the SEND register. This folder will contain a list of the children in the class that are on the SEND register, individual SEND Support Arrangements and any reports provided by outside agencies.

Complaints Procedure

If a parent has a complaint about the SEND provision for their child they should:

• Meet with the Class Teacher and then if needed with the SENCO.
• If the situation remains unresolved, an appointment should be made with the Head teacher.

The Surrey SEND Information, Advice and Support Service [http://www.sendadvicesurrey.org.uk](http://www.sendadvicesurrey.org.uk) is available and the helpline is: 01737 737300 or email ssiass@surreycc.gov.uk if support is required. At Thames Ditton School we endeavour to act swiftly and positively to address the issue directly.

This policy is reviewed annually by Staff and Governors and regularly by a parent SEND Support group.