



Special Educational Needs and Disabilities (SEND) Policy

“Loving God and loving our Neighbour”

Responsible Governor	FGB / Penni Thornton
Approved by the Governing Body	Autumn term 2024
Date of Next Review	Autumn term 2025
Signature of Chair of Governors	

Statement of principles

- This policy is rooted in our values of Love, Compassion, Trust, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

Special Educational Needs and Disabilities (SEND) Policy

At St Giles' C of E (A) Infant School our aims for all our children are;

- to establish a loving, caring community in which all children can feel secure and happy;
- to ensure that children learn to value Christian attitudes and to develop self-discipline;
- to recognise and provide for the individual needs of each pupil;
- to provide a safe and stimulating environment which will encourage a love for and curiosity about the world;
- to enable every child to become independent in their approach to life;
- to create an understanding of "how to learn", equipping children to meet the demands of our ever changing society.

At St Giles' C of E (A) Infant School every teacher is a teacher of every pupil including those with SEND.

Definition of SEND

At our school we use the definition for 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 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 the SEND policy and co-ordination of specific provision made to support individual children with SEN, including those who have Education, Health & Care (EHC) plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those children with SEN and disabilities.

Our SENCO is Mercy Atkins and she can be contacted via the office – office@stgiles.surrey.sch.uk

We also have an Associate SENCo called Katy Johnston, who is responsible for all statutory paperwork. She can be contacted via the office at the email address above.

SEND Governor

The role of the SEND Governor is to champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs. The SENCO and the SEN Governor meet on a termly basis to share information about the provision made for children with special educational needs and to monitor the implementation of the SEND policy.

Our SEND Governor is Penni Thornton who can be contacted at pthornton@stgiles.surrey.sch.uk

Designated Teacher with specific Safeguarding responsibility

Mercy Atkins, Executive Headteacher

Member of staff responsible for managing Pupil Premium

Mercy Atkins, Executive Headteacher

Looked After Children funding

Vanessa Botley (AHT at Riverview CofE Primary School)

Member of staff responsible for managing the schools responsibility for meeting the medical needs of children

Mercy Atkins, Executive Headteacher

Introduction

How was this policy put together?

This policy was created in partnership with the staff team at St Giles', parents of children with SEND at St Giles' and colleagues from local schools which include parents and pupils with SEND in EYFS and KS1. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014).

How can parents access this policy?

You can get a copy of our policy in a number of ways:

- The school website under the Inclusion tab
- A hard copy 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 (July 2014) and has been written with reference to the following related guidance and documents:

- [Equality Act 2010 advice for schools](#)
- Schools SEN Information Report Regulations (2014)
- [Guidance on Supporting pupils with medical conditions](#) 2017
- <https://www.gov.uk/national-curriculum/key-stage-1-and-2>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf
- Safeguarding and Child Protection Policy
- [Teachers Standards](#)

Aims and Objectives

Aims

At St Giles' C of E (A) Infant School all children, regardless of their particular needs, are provided with inclusive, quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give children 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 children 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

1. To ensure that all teachers are aware of and understand the specific needs of all pupils in their class and understand that they are all teachers of SEND
2. To ensure that teachers in the school understand the processes of identifying, assessing, planning, providing and reviewing for children who have special educational needs and disabilities, with children and their parents/carers at the centre, using the SEND profile of need as a guide
3. To develop effective whole school provision management of universal, targeted and specialist support for children with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with children with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
4. To ensure that we work together with parents/carers and involve them in decision making so that the best SEND provision is made for their child.

Identification of Needs

Communication and Interaction

Children 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.

Cognition and Learning

Support for learning difficulties may be required when children 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.

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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

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 can be age related and may fluctuate over time. Many children 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. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At St Giles' we will identify the needs of each child by considering the needs of the whole child which are broader than just their special educational needs. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEND Support

All class teachers are expected to plan, deliver and assess differentiated expectations for all children and good quality personalised teaching. This is the first step in responding to children who may have SEND. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching, so teaching is monitored closely and often by the school Leadership Team through lesson observations and through the performance management of teachers and teaching assistants.

Pupil progress is monitored by class teachers and by the school Leadership Team, including the SENCO and children who are not making expected progress are monitored closely. This sometimes leads to the seeking of advice from outside agencies, in consultation with parents.

Teaching staff update skills regularly in different areas of need. As well as having whole staff training in areas of SEND, we ensure any new knowledge is shared through in-house training and group discussion. Staff are regularly updated on matters related to special educational needs and disabilities, either on a national, local or school level. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties. Educational Psychologists also provide consultation sessions for all teachers to discuss strategies relating to pupils in their class.

How we decide whether to make special educational provision

To assist in the identification of children with SEND, the SENCO refers to a range of assessments and information gained from those people who know the child best, including parents, teachers, teaching assistants and other professionals, if involved. The following is a list of sources of information which help the school to decide if the pupil needs special educational provision

- the Surrey SEND 14 Pathway Guidance
- information from parents/carers and discussions with the child (if appropriate)
- performance monitored by the class teacher as part of ongoing observation and assessment;
- outcomes of the Foundation Stage Profile;
- performance against the level descriptions within the National Curriculum;
- assessment in the Phonics Screening Check at the end of Year 1;
- standardised and diagnostic tests including the Phonics Assessment Battery and Sandwell Numeracy tests;
- moderation of levels by subject leaders and Leadership Team
- behaviour tracking and records
- assessments and advice from locality team specialists and other outside agencies, including Educational Psychology, Learning and Language Support, Behaviour Support, Paediatrician, Child & Adult Mental Health Services, Occupational Therapy, Speech and Language Therapy, Physical and Sensory Support, Race, Equality & Minority Achievement Service, Physiotherapists etc.
- SEND Profiles of Need

If after consulting all relevant sources of information there is agreement that the child needs SEN Support their name is added to the SEN Register and the cycle of *Assess, Plan, Do Review* begins.



Assess

We will ensure that we regularly assess all children's' 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 child. In some cases we will draw on the assessments and guidance from other education professionals e.g. Learning and Language Support, Speech and Language, Behaviour Support and from health and social services where appropriate.

Plan

Where SEND Support is required the class teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with her/him using child friendly language. All staff who work with the child 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 teacher is responsible for working with the child on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review:

The plan, including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the child. This will inform the planning of next steps for a further period or, where successful, the removal of the child from SEN Support.

For children with an Education, Health and Care Plan the Local Authority, Surrey County Council, must review the plan at least annually.

SEND Provision

What does Additional Support mean?

SEND support can take many forms. This could include:

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

Managing the needs of children on the SEND Register

St Giles' C of E (A) Infant School caters for all abilities. If a child has a specific need we work with the parents/carers and education authorities to see if the need can be met. Each child at St Giles' C of E (A) Infant School is an individual and some children may need to have an individual programme to meet their needs.

Class teachers have the responsibility for adapting their teaching and deploying their teaching assistants to support the individual needs of the children in their class, in consultation with the SENCO and parents/carers.

The SENCO ensures that the requirements of the SEND Code of Practice (2014) are reflected in the school's policy and practice, keeps the SEN Register up to date and ensures that the relevant documentation is available to parents, including the SEN Policy, the SEN information Report, the whole school provision map as well as their child's Individual Education Plans (IEPs) and One Page Profile. The SENCO also works with teachers and teaching assistants to support the identification of children with SEN, providing practical suggestions and programmes of intervention to develop a child's skills, ensuring programmes are implemented and ensuring progress is

tracked. The SENCO may also work with outside agencies to make relevant referrals, share information, gain advice and strategies, and ensure these strategies are implemented. It is the SENCO's responsibility to provide the relevant evidence which is required if the school cannot meet the needs of children from the school resources and therefore needs to make a request for additional funding from the local authority and/or an assessment for an Educational, Health and Care Plan.

Working with outside agencies

The school will work with outside agencies such as NHS Speech and Language therapists and Occupational Therapists as well as Surrey's 'Specialist Teaching for Inclusive Practice' team to support the provision for pupils with SEND and to develop staff's knowledge and skillset. On occasion, the school will work with private therapists. This will be at the school's discretion and will be arranged via the SENCo. All sessions must be beneficial for the child and staff and professionals should liaise with the school about concerns and questions relating to the child's provision. Parental consent will be required for any external provision organised by the school.

Supporting parents/carers and children

Our SEN Information Report details how we support parents in understanding the provision that their child will receive at St Giles', and how they can seek further advice or information.

We know parents hold key information and have a critical role to play in their children's education. At St Giles' we believe it is important that both concerns and successes are shared with parents/carers. Parents/carers are consulted and involved at every stage of a school based assessment and their views will always be sought before any support agencies are contacted. Provision Maps and Annual Progress Plans are shared with parents at parents' consultations, and strategies to help at home are discussed. Parents are informed of targets so they may support their child's learning.

Parents may also find it helpful to look at Surrey's Local Offer (www.surreysendlo.co.uk) which includes other agencies who provide a service relating to special educational needs, disabilities and education.

School Closure Periods

During a school closure period, pupils with SEND will be closely monitored by the SENCo with regular contact with parents and additional learning resources provided where appropriate. We aim for any pupil on our SEN register to attend school in the event of a school closure.

Supporting children at school with medical conditions

St Giles' C of E (A) Infant School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. It is expected that children with SEND and those with medical conditions alike will be fully integrated into the life of the school. All children are encouraged to join school clubs and take part in musical, dramatic and sporting activities.

Children with medical conditions may have individual health care plans which are written in consultation with some or all of the following people, depending on the condition and its severity: parents/carers, office staff, class teacher, SENCO and school nurse. Access to spaces including changing and toilet facilities will also be clarified in the health care plan. School staff will be provided with training as appropriate.

Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010.

For further advice on children with medical needs parents/carers may wish to contact Surrey's Access to Education (medical) service by emailing Janice Shaw at janice.shaw@surreycc.gov.uk

Monitoring and evaluation of SEND

In order that we may evaluate the success of the education provided for the children with SEND at St Giles' we will use the following indicators:

- tracking the progress of individual groups such as children with an Educational, Health and Care Plan, SEN Support, Pupil Premium, and EAL children etc. regular meetings with outside agencies to discuss the impact of their work;
- evidence that appropriate differentiation is taking place during classroom observations and work scrutiny
- an evaluation of the number of children on the SEN register who have made their expected levels of progress throughout the year; level of achievement in Key Stage 1;

The SENCO meets every term with the SEN Governor with a view to keeping the Governing Body informed of developments in SEND.

The SENCO attends formal SENCO network meetings run by Surrey County Council twice a term, and keeps up to date with current initiatives through attendance at courses and other network meetings. She is also part of a working group consisting of SENCOs from local schools who meet regularly to share good practice.

Training and development

St Giles' C of E (A) Infant School is committed to ensuring that all staff keep up to date with developments in teaching and provision to meet the needs of children with SEND. The SENCO delivers in-house training for staff on types of SEN, appropriate strategies and provision for them and procedures such as the completion of Annual Progress Plans.

The school benefits from the expertise of Surrey specialist teachers, Educational Psychologists, health professionals and local authority consultants, all of whom can be invited to provide training sessions for staff. All teachers and teaching assistants are encouraged to strengthen their knowledge and expertise including following specialist areas of interest which may relate to

particular children that they are working with. This can result in nationally recognised qualifications for the members of staff involved.

The SENCO regularly updates their professional knowledge and skills by attending training from a variety of sources, including outreach from the county's highly regarded special schools.

Storing and Managing Information

The school follows strict confidentiality procedures in line with current safeguarding procedures and advice.

All information is kept securely in a locked filing cabinet in the Headteacher's office. Medical information is kept securely in the school office.

Reviewing the SEND Policy

In line with all school policies the SEND policy will be kept under regular review by the SENCO and the Leadership Team.

It will next be reviewed in September 2025.

Comments, complements and complaints

We welcome feedback regarding this policy. Please direct this to the SENCO.

If a parent/carer has questions or concerns about the school's provision for a child with SEN he/she should first speak to the class teacher, then to the SENCO or the Head Teacher as appropriate. If it is necessary to pursue a complaint more formally it will be referred to the Chair of Governors.

Links with other policies

Teaching and Learning
Curriculum
Safeguarding and child protection
Equal opportunities
Behaviour and Discipline
Anti Bullying
Health and Safety

