



Bushy Hill
Junior School

Special Educational Needs and Disabilities (SEND) Policy

This policy was originally written in draft form in April 2015

It was amended and finalised in November 2015

This policy was reviewed in March 2017

It will be reviewed again in March 2018

1. Vision Statement

Bushy Hill School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation.

Our Mission Statement 'Working together, Learning together, Growing together' embraces inclusive education. We provide a broad and balanced curriculum for all pupils and respond proactively to the diverse learning needs of pupils.

We strongly believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference, respects the unique contribution every individual can make to the community and recognises the achievements of all children. We aim to ensure that all children achieve the best outcomes (including intellectual, physical, social, spiritual, moral, cultural and emotional).

2. Definition of SEND

Bushy Hill Junior School uses the definition for SEND and for disability from the SEND Code of Practice (2014):

SEND: *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. Children and young people who have SEND may also 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.’*

3. Key roles and Responsibilities

3.1 The role of the Inclusion Manager

The Inclusion Manager has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs (Education Health Care Plans), or those who receive SEND support.

The role of the Inclusion Manager includes:

- The day to day operation of this policy.
- Working with the Head teacher and the school governors to ensure the school meets its responsibilities under the Equality Act (2010).
- Liaising with and providing professional guidance to class teachers, related to the special educational needs of pupils in their class.
- Using the graduated approach to support children with SEND.
- Coordinating provision for children with SEND
- Maintaining the SEND register.
- Overseeing the writing, distribution and review of SEND Support Arrangements for pupils on the SEND register.
- Contributing to the in service training of staff.
- Liaising with external agencies.
- Liaising with parents or carers.
- Liaising with feeder and next providers to ensure a smooth transition.
- Advising on the use of the school's delegated budget for SEND.

The Inclusion Manager is Mrs. Louise Aldridge. She is also the Deputy Head teacher and gained the National Award for SEND Coordination in 2016. She can be contacted via the school office on 01483 598544 or emailed at mrs.aldridge@bushyhilljs.net .

3.2 The role of the Head Teacher

The Head teacher, Mrs Louisa Dormer, and the Inclusion Manager are responsible for the implementation of this policy across the school. The Head Teacher is also the Designated Safeguarding Lead.

3.3 The role of the governing body

The governing body is responsible for monitoring the implementation and effectiveness of the SEND policy and to ensure arrangements are in place to support pupils at school with SEND and/or medical conditions. There is a designated governor responsible for SEND.

3.4 The role of the class teacher

Teachers work towards the aims of this policy by:

- Closely liaising with the Inclusion Manager in the identification, assessment, planning and monitoring of provision for children with SEND.
- Ensuring they are aware of the needs, desired outcomes, support and strategies for the special educational needs of pupils in their class.
- Providing a challenging, differentiated and stimulating curriculum.
- Ensuring all children can participate to their full potential in all learning, including physical and practical activities.
- Using a variety of learning styles, in order to meet the different needs of children.
- Working closely and sharing planning with Learning Support Assistants (LSAs) to support individuals or groups of pupils.
- Helping children to manage their emotions (particularly trauma or stress) and providing pastoral care.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Regularly assessing the progress of all pupils and responding proactively to this assessment data.
- Recognising parents as partners in the educational process and informing them of their child's needs.
- Undertaking training to meet the needs of children with SEND in the school.

Teachers therefore plan and deliver a curriculum which is appropriate to all pupil needs, promotes high standards and enables them to fulfill their potential

3.5 The role of Learning Support Assistants

Bushy Hill Junior School adopts the principle in the SEND Code of Practice 2015, that: “All teachers are teachers of pupils with special educational needs.”

They are therefore responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.

At Bushy Hill Junior School, Learning Support Assistants (LSA's) support the learning and participation of all pupils in the class, including pupils with SEND, who may be supported either individually or in groups.

Teachers plan lessons to make effective use of their LSA's to ensure their impact is significant in contributing to their learning and achievement. LSA's have high expectations of all pupils and use their subject knowledge to enable all pupils to achieve the learning objective in lessons.

In order to maximize the impact of LSA's, Bushy Hill Junior School follows the guidance set out by the Education Endowment Foundation (EDF). This ensures the following principles are adhered to:

- LSA's receive training in order to continue their professional development
- Pupils who need additional support have as much time with the class teacher as other pupil's do.
- Where pupils are supported by LSA's, they are encouraged to develop the skills of independence and take ownership of their learning.
- Where LSA's are delivering interventions outside of the classroom, liaison is in place to ensure the learning is consistent with, and extends, work inside the classroom
- Teachers and LSA's have regular times to meet in order to share lesson planning and give feedback.
- Pupils with EHCP's receive personalised support and provision to help them achieve the outcomes set out in their plan.

3.6 Other responsibilities

The Inclusion Manager is also responsible for ensuring pupil premium funding (spending to raise the achievement of disadvantaged pupils and close the gap between them and their peers) is effectively used and that the medical needs of pupils are met.

4. Introduction

4.1 How was the policy put together?

This policy was rewritten initially in April 2015 by the Inclusion Manager, to reflect the statutory guidance set out in the SEND Code of Practice 0 – 25 (2014), with reference to the Surrey guidance. It was made available to members of the whole school community, including governors, Senior Leadership Team (SLT), teachers, learning support assistants and parents of pupils with SEND, before it was agreed. It was amended in March 2017 to take into account changes to Surrey SEND procedures.

4.2 How can parents access this policy?

A copy of this policy can be accessed on the school website under the information tab.

A hard copy of the policy is available on request from the school office. Please let us know if you need this to be available to you in a different format (e.g. enlarged font).

4.3 Context

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25: 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013: <http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga20100015en.pdf>
- Special educational needs and disability: a guide for parents and carers: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Statutory Guidance on Supporting pupils at school with medical conditions 2014: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Schools SEN Information Report Regulations 2014
- Teachers Standards 2012
- Toolkit for Surrey SEND Support Arrangements and EHC Plans
- Surrey Local Offer Website <https://www.surreysendlo.co.uk/>
- EEF Guidance report: 'Making the best use of teaching assistants'

5 Aims and Objectives

5.1 Aims

At Bushy Hill Junior School we aim to provide inclusive teaching to all pupils, to enable them to make the best possible progress in school and help them to feel that they are a valued member of the wider school community, regardless of their needs.

Our aims are:

- For all pupils to experience success and become confident individuals.
- High levels of achievement for all; for all pupils to meet or exceed the high expectations set for them based on their age and starting points.
- To set ambitious educational and wider outcomes.
- To give pupils the support they need, using a graduated response.
- To provide pupils opportunities to access the whole school curriculum and all school activities, through the provision of reasonable adjustments and access arrangements.
- To ensure close partnership with parents and pupils, valuing their views and experiences.
- To enable all pupils to make a successful transition on to the next phase of their educational journey and into adulthood.
- To promote positive perception of SEND by all members of the school community and to eliminate prejudice, discrimination and injustice.

5.2 Objectives

Our objectives are:

- To work within the requirements and guidance of the SEND Code of Practice .
- To ensure a clear process for early identification, assessment, planning, provision and review for pupils with SEND.
- To place pupils and parents at the centre of the process.
- To develop whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.
- To develop a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice.
- To effectively monitor the progress and achievement of pupils with SEND and the effectiveness of intervention.
- To provide a graduated response to pupil's needs.

6 Identification of SEND

There are four broad categories of Special Educational Need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or physical**

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to ensure that educational provision is matched to the identified needs, not to fit a child into a category or to “label” a child. We recognise that children are individuals, with needs that cut across these areas and their needs may change over time.

The SEND Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress despite high quality personalised teaching and universal provision at Wave 1.

Behaviour is not considered to be an acceptable way of describing a SEND, rather it an underlying response to a need.

The following may have an impact upon a child’s progress and attainment, but in themselves do not constitute a SEND:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium grant
- Being a Looked After Child (LAC)
- Being the child of a serviceman or woman

Special Educational Needs may be identified using:

- Parental information,
- Previous school’s information,
- Class teacher’s observations, records and assessments,
- Observations and assessments from other professionals from outside agencies.

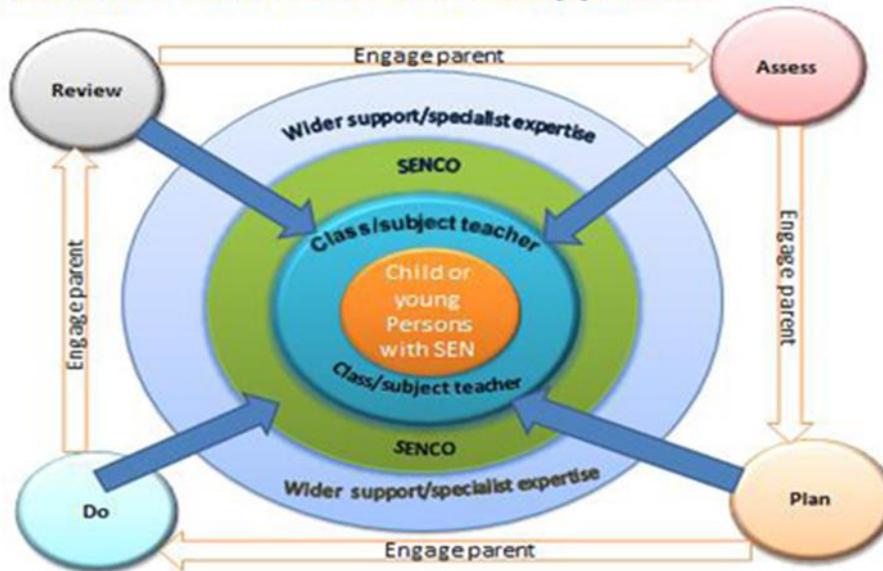
It is recognised that early identification of SEND is key to effective provision in order to improve outcomes for children.

7 SEND Support

7.1 A Collaborative Approach

At Bushy Hill we follow a collaborative whole school person-centred approach to supporting pupils with SEND.

The new vision: A whole school approach

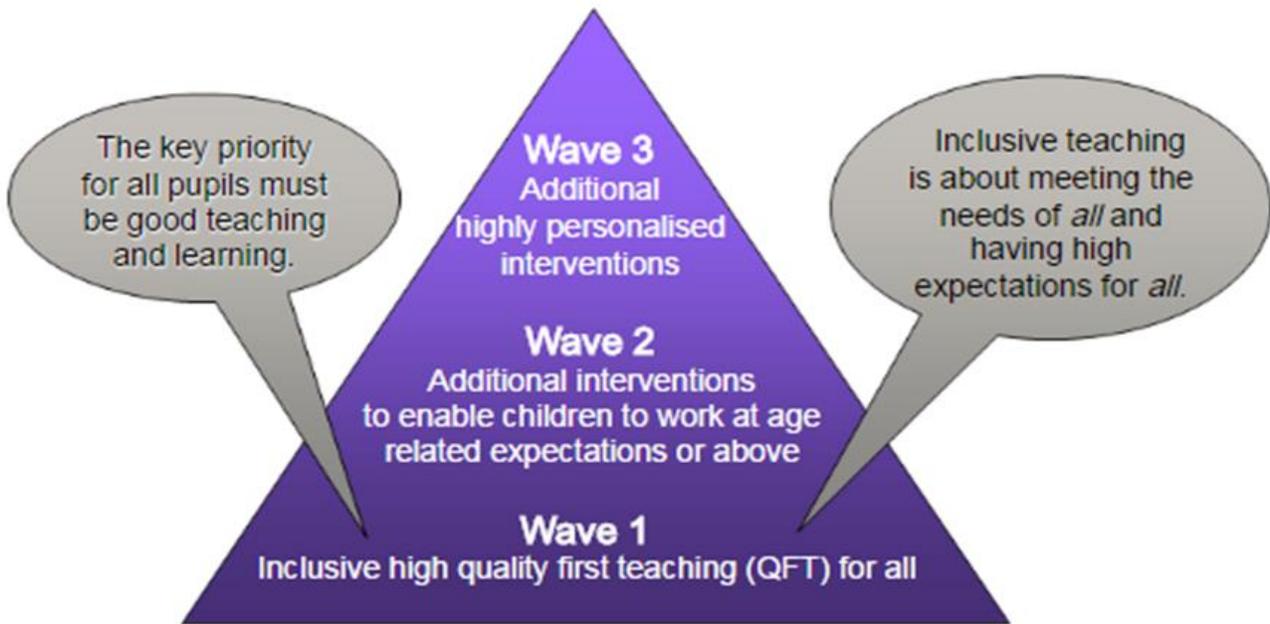


7.2 A Graduated Approach

Bushy Hill Junior School recognises the importance of high quality, differentiated and personalised teaching as the first step in responding to children who have or may have SEND and is the starting point for the graduated response. Teachers therefore adapt their teaching to respond to the strengths and needs of all pupils.

SEND provision is graduated through the WAVES approach:

Waves of Provision Model:



Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 interventions are designed to support pupil who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be delivered to a number of pupils and are not individualised. Examples of Wave 2 interventions provided at Bushy Hill are: Fresh Start Phonics, Success@ Arithmetic, Bug Club reading, SNAP maths and Booster groups. Wave 2 interventions can also be adapted for use at Wave 3.

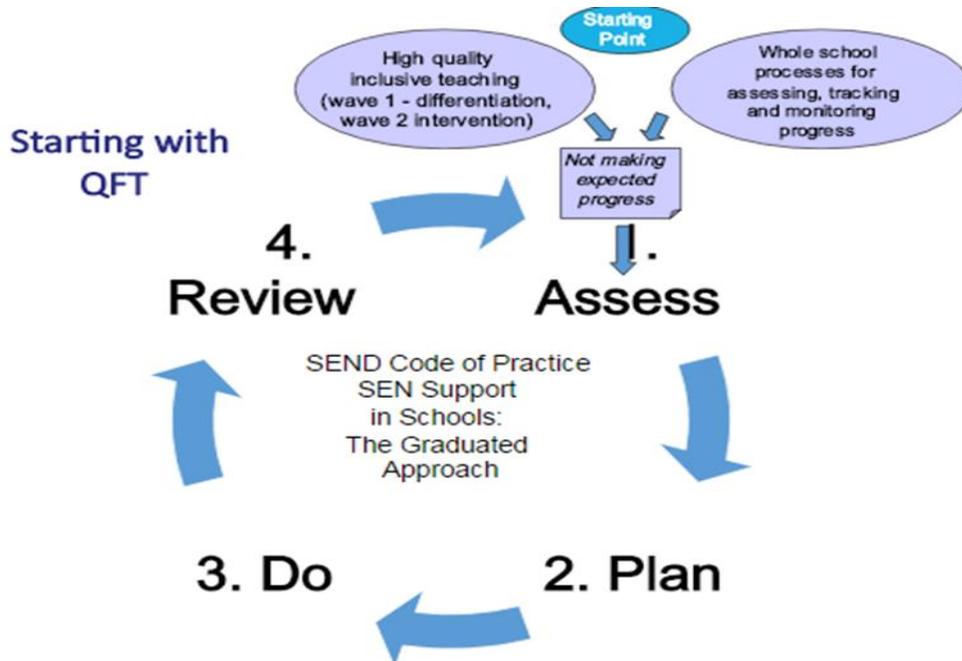
Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for pupils who have been identified for an intervention designed to accelerate progress. Wave 3 interventions are highly individualised and based on fine tuned assessments.

Interventions at Wave 3 tend to be focused and time limited and need to be rigorously evaluated to ensure that pupils are making accelerated progress.

The school provision map outlines the provisions available at each level. This document is reviewed annually and is available on the school website under the information tab.

7.3 The ASSESS / PLAN / DO / REVIEW CYCLE



The graduated approach relies upon a cycle of ASSESS / PLAN / DO / REVIEW:

- **ASSESS** – we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared to their peers and national expectations. We listen to the views and experiences of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals.
- **PLAN** – where SEND support is required, the teacher and Inclusion Manager (with input from the parent/carer) will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with pupils using child friendly language. All staff working with the pupil will be made aware of the plan and this is easily accessible to all.
- **DO** – The class teacher is responsible for working with the pupil on a daily basis. They will liaise closely with Learning Support Assistants who may deliver additional support set out in the plan. The Inclusion Manager will provide support, guidance and advice for the teacher and LSA.

- **REVIEW** – The plan (including the impact of support and interventions) will be reviewed each term by the teacher, Inclusion Manager, parent/carer and the pupil. This will inform the planning of next steps for a further period, or where successful the removal of the pupil from SEND support.

The ASSESS / PLAN / DO / REVIEW cycle links in with the whole school assessment cycle, as follows:

- **ASSESS:** Children’s progress and attainment is assessed when school assessments are completed at the end of each half term.
- **PLAN:** Pupil progress meetings take place termly to discuss progress and plan provision.
- **DO:** Individual Support Plans and provision maps will show the provision in place.
- **REVIEW:** Pupil progress is reviewed at the end of the term. Parents will be invited to meet with the class teacher or Inclusion Manager to discuss progress and look at next steps, following the review and assess stages.

7.4 Involving children in the process

It is important that the pupil views and needs are central when considering SEND support. Pupils with SEND often have a unique insight into their own needs and have their own ideas about what will best help them to learn. They therefore need to feel confident that they will be listened to and that their opinions are valued.

From the outset, the ‘One Page Profile’ details the pupil’s understanding of their own strengths and what is important to them.

At Bushy Hill Junior School, pupils contribute to their ISP review.

7.5 Involving parents and families in the process

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. Parents and carers hold key information and knowledge, which contributes to a shared view about a child’s needs. Bushy Hill Junior School actively seeks and values the involvement of parents in their child’s school life.

Parents will be involved at all stages, from the raising of an initial concern and throughout the ASSESS / PLAN / DO / REVIEW cycle, including the setting and review of targets.

Parents are invited to contact the class teacher or Inclusion Manager with any concerns. Their permission will always be sought if the school involves outside agencies.

7.6 What does additional support mean?

Where additional support is required, this is provided in addition to the high quality personalised teaching provided by the class teacher.

SEND support can take many forms and will depend on the need, the graduated response and what works for the individual. Amongst other arrangements, this could include:

At Wave 1:

- Extra help from a teacher or a learning support assistant / working in a small group within or outside of the classroom.
- The use of different equipment, materials or resources.
- Supporting memory and active listening, by encouraging them to ask questions or providing task boards.

At Wave 2:

- An additional targeted learning programme to a small group.
- Observations in class or at break time, and the keeping of records.
- Supporting play at break times through friendship groups.

At Wave 3:

- Supporting physical or personal care (including eating, getting around school, toileting or dressing).
- A specialised and individual learning programme.

Some pupils with SEND need specific arrangements in order to access tests (such as additional time, readers, prompts, scribes, transcription, rest breaks). The Inclusion Manager works with the class teachers and the Head Teacher to identify these pupils and apply for access arrangements as appropriate.

Managing the needs of the pupils on the SEND register

The following flowchart summarises the procedures at Bushy Hill Junior School.

1. Initial concern – provision through high quality, differentiated teaching at WAVE 1

In the first instance, if the class teacher or parents have concerns related to SEN about a child, the class teacher will meet with the parents to discuss the concerns.

The teacher will then work with the child to complete a 'One Page Profile' which includes:

- the child's strengths,
- what is important to the child
- what is important for / how best to support the child

In these early stages, the class teacher will support the pupil with Wave 1 provision (with advice from the Inclusion Manager if required). The child's name will be added to a register, as a Wave 1 entry. The class teacher will then meet with the parents and child to consider progress towards desired outcomes and a decision will be made whether to cease the provision, continue the Wave 1 provision or increase the graduated response.



2. Increased graduated response to WAVE 2

If the pupil has made limited progress at Wave 1, additional intervention at Wave 2 may be provided. Not all pupils receiving wave 2 interventions will have special educational needs, as some will be catching up with their peers.

If however, a pupil is identified as having a special educational need; parents will be invited to meet with the Inclusion Manager. A SEND Support Arrangement plan will be set up for the pupil and an Individual Support Plan (ISP) will be written by the class teacher in collaboration with the Inclusion manager. The ISP will clearly show long term outcomes and the short term targets that will enable the pupil to work towards achieving these.

The ISP will be reviewed termly and both the pupil and parents contribution will be sought. Parents are invited to meet with the class teacher or the Inclusion Manager to review the plan.

During the review stage, a decision will be made whether to cease the intervention at Wave 2,



3. Increased graduated response to WAVE 3 – SEN support

If the pupil has made limited progress, despite intervention over a period at Wave 2, additional intervention at Wave 3 will be provided, funded by the school's delegated SEN budget.

At the review date, the evidence of progress towards outcomes will be considered and a decision will be made whether to return to Wave 2 support continue the intervention at Wave 3 or increase the graduated response.

4. Further specialised assessment from external agencies / professionals

If the pupil continues to make limited progress towards desired outcomes, the Inclusion Manager will seek parental permission to involve external agencies and/or professionals for further advice and possibly specialist assessment. These professionals may recommend additional support and strategies, which will be funded by the school's delegated SEN budget.

The strategies and advice will be incorporated into the SEND Support Plan and there will be a follow up review meeting to discuss progress

At the review date, a SEND support review will be held to consider evidence of progress towards outcomes and a decision will be made whether to cease the intervention, continue the intervention or move towards a SEND Support Review Meeting. (SSRM)



5. SEND Support Review Meeting

If a pupil does not make the progress expected for their age, starting point and particular circumstances, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child it may be appropriate to consider with parents/carers whether an 'Education Health Care Plan' assessment is appropriate.

In this instance a Send Support Review Meeting (SSRM) will be held and attended by parents/carers, school representatives and involved professionals.

If it is felt that the school can continue to provide further resources and support from the delegated SEN budget, then support will continue at this level following the assess/plan/do/review cycle.

If however, it is felt that for the pupil to make progress towards desired outcomes, additional resources are required over and above the delegated SEN budget, then the school will notify Surrey that they will be requesting an EHC (Education, Health and Care) assessment.

Request for an EHCP assessment can also be made by the parent or other professional (e.g. GP or health visitor).

A decision as to whether to initiate an EHCP is made within 6 weeks of a request being made. The whole EHCP process should be completed within 20 weeks of the original request.

More details on this process, along with request forms, can be found by following this link:

<https://www.surreysendlo.co.uk/kb5/surrey/localoffer/advice.page?id=oQH2oCYp3ZI>



6. Education Health Care Plan (EHCP)

An Education, Health and Care plan (EHCP) is a legal document describing a child or young person's Special Educational Needs and their aims for the future. It details what is required to meet these aims and needs by education, health and social care professionals. The principles behind an EHCP are:

- Families are involved in preparing a plan.
- Families are given advice regarding alternative ways to receive support, such as personal budgets.
- It provides details of what a child aspires and is able to do.
- It states how professionals will work together to support a child.
- It plans for the future, including a child's transition into adulthood.

Removal from the SEN register

If a child has made sufficient and continued progress towards outcomes, and it is felt that they no longer need the support which is different to that of their peers, the decision will be made to remove them from the SEN register and their needs will be met through universal classroom provision at Wave 1.

7.8. Supporting parents and pupils

The school endeavours to operate an open-door policy, encouraging openness and transparency with parents. Parents can ask to discuss their child's needs with the class teacher, Inclusion Manager or Head teacher.

Parents can find information and support in the following ways:

- Parent teacher consultations are held in the Autumn and Spring terms, and the Inclusion Manager is available at these meetings.
- Parent SEND support meetings are held half termly
- Annual school reports are written in the Summer term.
- Inductions and new parents meetings enable parents and children to learn about Bushy Hill Junior School before they start.
- The Bushy Hill Junior School SEND information report is available on the school website, under the Information tab.
- Bushy Hill Junior School's admission arrangements are on the school website, under the Admission tab.
- Surrey's Local Offer (<https://www.surreySENDlo.co.uk/>) includes other agencies who provide a service.
- Core Assets Children's Services (<http://www.coreassets.com/what-we-do/independent-support-service/>) provides an information, advice and support service for parents and children.

7.9. Support from outside agencies

We have links with and are able to call upon the services of:

- Educational Psychology service
- Specialist Teachers for Inclusive Practice: Behaviour Support and Learning and Language Support
- Physical and Sensory Support Service
- Speech and Language therapy
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Outreach service from Freemantles School (a specialist school for pupils with autism)
- Outreach service from Gosden House School (a specialist school for children with complex learning difficulties)

- Home School Link Worker (Mrs Joanna Tutty)
- Babcock curriculum consultants
- Health and Social Services

7.10. Supporting pupils at school with medical conditions

Bushy Hill Junior School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education, as required by the 2014 Statutory Guidance, ‘Supporting pupils at school with medical conditions.’ All pupils with a medical condition will have a medical care plan, written in conjunction with parents, and shared with school staff. The medical care plans will be reviewed annually or as needed.

Some pupils with medical conditions may be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may have special educational needs. They may have an EHCP which brings together health and social care needs, as well as their special educational provision.

The Inclusion Manager will monitor the progress and inclusion of pupils with medical care plans, to ensure that the support is effective for their needs.

7.11. Monitoring and evaluating SEND support

The Inclusion Manager reports termly to the Head Teacher and Governors Leadership Team and Governors on the progress of pupils with SEND in the core subjects and on the effectiveness of intervention programmes. The school uses the Surrey CC provision management tool to identify the progress that pupils are making and the effectiveness of interventions. Interventions which are not shown to be successful are reviewed and changed.

The Senior Leadership Team carefully and regularly reviews the quality of teaching for all pupils, to ensure quality provision.

7.12. Training and development for SEND support

All members of staff are encouraged to undertake relevant training and development, in order to maintain and develop the quality of teaching and to broaden their knowledge and experience of SEND and the diverse needs of pupils.

Staff are asked to identify their training needs as part of staff appraisal.

In order to meet these needs we make use of:

- External advisors and consultants
- Colleagues in mainstream and special schools
- Members of the Surrey CC multi-professional team
- Our own in-house experience.

The Inclusion Manager attends all SEND network meetings and regularly attends professional development opportunities in order to develop best practice for SEND.

7.13 Storing and Managing Information related to SEND support

The following forms of information are held centrally in hard copy in a locked filing cabinet in the Deputy Head Teacher/ Inclusion Manager office.

- SEND register – containing names of pupils on the SEND register
- SEND Support Arrangements and one page profiles
- Specialist reports

The following forms of information are held on the network, on the staff folder:

- SEND register – containing names of pupils on the SEND register
- SEND Support Arrangements and one page profiles
- Specialist reports
- Provision management tool

Upon leaving, all relevant information about pupils with SEND is passed on to the next setting.

7.14 Comments, complements and complaints

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

- Firstly meet with the child's class teacher at a mutually convenient time.
- If the situation has not then been resolved, meet with the Deputy Head teacher/Inclusion Manager or Head Teacher.

We are committed to acting swiftly and positively to address and solve problems (please refer to the school's Complaints Policy), using a collaborative approach with a focus on listening, communications and relationships to prevent disagreements.

Surrey Core Assets Children's Services (<http://www.coreassets.com/what-we-do/independent-support-service/>) provides information, advice and support service for parents and children and can provide disagreement resolution and mediation.