



Trumps Green Infant School

Special Educational Needs and Disability Policy

Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.

Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

It is the responsibility of all class teachers to meet the needs of all children including those with special educational and disability. This may be achieved with or without external help and support. All staff are required to submit short term plans which include information about differentiated learning opportunities for children with SEND. Training will be used to assist staff in facilitating suitable provision and materials for children with SEND.

How will we achieve this?

- We will set challenging targets for all children ensuring support to attain these is in place, depending on the individual needs of the child.
- We will ensure effective whole school provision management of universal, targeted and specialist support for children with special educational needs and disabilities.

- Monitor provision and track attainment of children with SEN and disabilities with the Senior Leadership Team.
- There is a clear process for identifying, assessing, planning, providing and reviewing for children who have additional needs, keeping the child and their carers at the centre.
- Work closely with the stakeholders, to ensure effective communication and co-production of policies and practice relating to children with SEND

Vision and values

Trumps Green Infant school respects and values the unique contribution which every individual makes to our school community.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Every teacher in our school is a teacher of every child, including those with SEND. The class teacher is the first port of call for parents to discuss their child's needs. If you have done this and still need further guidance the SENCo's can be contacted via the school office or via email; office@trumps-green.surrey.sch.uk. The SENCo's will liaise with the class teacher, as they work with the child every day, and then get back to you to arrange a time to speak with you. This may be a telephone call or in person.

Our SENCo's are Miss Sarah Morris and Mrs Zena Hazell.

Definition of SEND

As a school we use the definition for SEN and for Disability from the 2014 SEND Code of Practice. This states that:

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 which is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Disability: A disability under the Equality Act 2010 is a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day tasks.

Special Educational Needs and Disability Co-ordinator (SENCo)

The SENCo's have responsibility for coordinating SEND across the school, co-ordinating arrangements with the class teachers, teaching assistants and outside agencies regarding children with additional needs. In conjunction with the Headteacher they have responsibility for the SEND policy and the co-ordination of specific provision for individual children with SEND, including those with an Education Health and Care Plan (EHP).

Further key responsibilities of the SENCo's include:

- Liaising with the designated teacher for looked after children with SEND

- Advising staff on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEND alongside the class teacher, if required
- Liaising with early years providers, other schools, educational psychologists, health and social professionals and independent and voluntary bodies
- Being a key point of contact for external agencies and the local authority
- Liaising with junior schools to ensure a child and his/her parents are informed about options and a smooth transition is made
- Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all children with SEND up to date and shares relevant information with the staff working with the children with SEND
- Provide systems that allow staff to provide the targeted learning and support for all children including those with SEND
- To provide a structure to record intervention and monitor this termly

We are fortunate to have teaching assistants with skills and training to support children to close the gap in their learning as well as those children with SEND. We have designated special needs assistants who work with individual children who need additional support who either have hours allocated to them through an EHCP (Education, Health and Care Plan) or are on the SEND register. However, the class teacher and the class based teaching assistants also work with these children when appropriate.

The staff member responsible for managing LAC (Looked After Children) funding is the Headteacher working together with the SENCo's.

Access to SEND policy

Parents can access this policy via the school website. A hard copy can be requested via the school office. Please let us know if this needs to be enlarged.

Context

This policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 (July 2014)

Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • ASD • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and responsibilities

The SENCO's

The SENCO's at our school are Miss Sarah Morris and Mrs Zena Hazell.

They will:

- Support teachers to identify child that may have SEN and support them to liaise with parents about the pupil's needs and any provision made
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with previous settings and potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Body

The Governing Body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Kathleen Blain.

The SEND governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this
- Work with the Headteacher and SENCO's to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO's and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO's and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCo's have enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo's, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCo's, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo's and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCo's to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo's to have an initial discussion about

whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

A Graduated Approach to SEND Support

Trumps Green Infant School follows a graduated approach in order to identify and support children with SEND.

Quality teaching in the classroom ensures personalised learning is in place for all children, with differentiated activities and clear learning goals, appropriate to individual needs. This is the first step in responding to children who may have SEND.

Teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants and specialist staff.

All children's progress is tracked regularly by the year group teams, subject co-ordinators, senior management and the SENCO's. Outcomes are moderated internally and externally. Any children who are not making expected progress are closely monitored and intervention is put in place.

The quality of classroom teaching is monitored through observations, drop-ins and co-coaching development cycles. This includes effective deployment of TAs. INSET and training is provided where needs are identified, in order to develop teachers' understanding and repertoire of strategies to support vulnerable children and their knowledge of the SEND most frequently encountered.

Good communication with nurseries and preschools ensure that needs of children joining us will have been identified and discussed. Similarly, meetings with junior schools are held in order to share strategies and targets, facilitate continuity of provision and identification of needs.

How does the school decide whether to make special educational provision?

The school aims to provide the right provision at the right time. We aim to work in partnership with parents and careers to get the best picture of a child and work together to plan the best approach. We follow the Assess, Plan, Do Review approach (APDR). Quality first teaching (QFT) should always be used in the first instance, teachers are responsible and accountable for the progress and achievements of all the children they teach even when a child is supported by teaching assistants or outside specialist support (SEND Code of Practise 2015). Teachers have a responsibility to provide differentiated and personalised learning that is supportive, stretching and has challenging targets.

If a child is not making enough progress or concerns continue after QFT move to the APDR cycle.

- **Assess** – observe and identify gaps. Draw on information from the child, parents or outside agencies, if any are already involved. Have earlier cycles taken place if so what needs to be refined from them?
- **Plan** – set a time frame e.g. 3-6 weeks. Teacher/SENCO's/parents agree targets and plan the intervention. Keep the child and their needs at the centre of the process.
- **Do** – carry out the intervention keeping records of results, attainment and other measures. The teacher retains the responsible for the day to day teaching of the child including 1-1 work or small group work and any intervention that is done away from the class.
- **Review** – revise the plan in light of outcomes. How did the intervention go? Did it improve things for the child? Consider the impact against their targets. Evaluate the effectiveness of the support. Do we need to do another cycle of APDR or seek specialist support? Update the parents and other key staff. What has supported the child to make progress and meet their outcomes?

The following information may also be used to inform the decision to put special educational provision in place.

- Appropriate differentiation and targeted strategies are in place and the child is not making expected cognitive progress
- Communication and interaction levels are significantly below those of peers
- Positive and consistent behaviour management support strategies are in place and the child presents persistent emotional, social or behavioural difficulties

- Knowledge of sensory and physical needs which impact on access to learning

Once a need has been identified, all the information gathered about the child will be considered by the teacher and SENCo's. This will include the child's progress based on their age and starting points and against national data. Accurate formative assessments and staff moderation of progress will be analysed. A short term intervention may be put in place to address specific needs, with a time-bonded review date.

If progress remains below expectation, further intervention programs will be put in place. These will be matched to specific, identified needs and are additional and different from the school's differentiated curriculum and the child may be placed on the school's special needs support register.

Where children have a higher level of need, specialist professionals such as the Educational Psychologist, Physical and Sensory Support, Race Equality and Minority Achievement, STIP (Specialist Teachers for Inclusive practise) and a range of medical professional services such as Speech and Language will be referred to and consulted with in order to set specialised targets.

Parents will be informed when additional targets are set for children at Parent Interview (parents evening) or in addition meetings if required.

How is the decision made to place a child on the SEND register?



Assess

All children's' needs are regularly assessed so that each child's progress and development is carefully tracked and compared to peer and national expectations. Views and experiences of parents, carers and children will be listened to. Where appropriate, assessments and guidance from other educational professionals such as the EP, PSS, health and social services, for example, will be drawn upon.

Plan

Where SEN support is required, the teacher and SENCo's with the parent/carer will put together a plan outlining interventions and support which will be put in place for the child and will include expected impact on progress and outcomes with a review date. Targets will be shared where appropriate with the child, in child friendly language. All staff working with the child will be aware of the plan. Parents will be asked to share the plan through any home learning where relevant.

Do

The class teacher is responsible for working with the child on a daily basis. S/he will liaise closely with TAs, LSAs and specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo's will provide support, guidance and advice for the teacher.

Review

The plan and impact of the support will be reviewed each term by the teacher, SENCo's, parent and the child. This will inform the planning of next steps for a further period. Where the programme has been successful, the child may be removed from the SEN register.

For children with a Statement for Special Educational Needs or an EHCP, the Local Authority must review the plan annually and 6 monthly for children in Early Years.

How are parents, families and young people involved in this process?

Parents/carers will be invited to meet with the class teacher on a termly basis to set objectives and review progress. Clear outcomes will be identified. The Code of Practice defines an outcome as the 'benefit or difference made to an individual as a result of an intervention'. When agreeing outcomes Local Authorities should consider both what is important to the child or young person - what they want to be able to achieve; and what is important for them - the needs that must be met. Outcomes should be informed by the child or young person's longer term aspirations and will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress to the next phase or stage. (See Right Provision at the Right Time document) This is overseen by the SENCo's. Targets will be written in child friendly language and shared with the child where appropriate. The plan will have the biggest impact when home and school work in partnership.

SEND Provision:

Additional Learning Support

This can take many forms and will be selected in order to meet the child's needs most effectively.

It could include

- ❖ A specific learning programme
- ❖ Additional support in class from a teacher or learning support assistant
- ❖ Providing or adapting materials and equipment
- ❖ Working in a small group
- ❖ Observing the child in class or break times and keeping records
- ❖ Helping the child to take part in class activities
- ❖ Ensuring strategies are in place to ensure the child has understood things by encouraging them to ask questions, reflecting back and being confident to 'have a go'
- ❖ Paired learning and choosing playtime buddies
- ❖ Use of task boards or visual timetables
- ❖ Additional strategies to raise self esteem
- ❖ 1:1 Precision Teaching
- ❖ Keep up phonics intervention
- ❖ Additional reading with volunteers
- ❖ Group work to support emotional literacy with the ELSA
- ❖ Following elements of the school based Occupational Therapy programme
- ❖ Regular fine motor activities
- ❖ Supporting children with personal or physical care such as eating, safe mobility and toileting or dressing.

Managing the needs of the children on the SEND register

Children may be placed on the SEND register when their progress is significantly below that of their peers or their behaviour is impacting their learning and the provision they require is additional and different. Children may be removed from the register when interventions result in accelerated progress and these criteria are no longer relevant

Each child on the SEND register has individual needs and will have a plan to meet their specific needs.

The school will implement the Assess, Plan, Do, Review Cycle for specific strategies appropriate to the individual child's needs.

The school adopts a graduated approach, with specific provision at each wave. (Refer to school provision maps, wave 1, 2 and 3.)

1. **Quality First Teaching** - All children are entitled to good quality first teaching, which is regularly monitored by the Senior Leadership Team across all subjects through learning walks, SEND awareness training, team teaching, drop-ins and observations of staff and TAs. Work is carefully differentiated to match learning targets appropriately, including for children who are gifted, talented or those for whom progress is at a reduced rate. Dynamic and personalised adaptations to learning are made by the teacher and through the deployment of the TA. Support may include additional reading, positive classroom behaviour strategies, discussions with previous teachers/settings, parent/carer discussions, team teaching, EAL strategies, SENCo's advice, visual and kinaesthetic learning materials, visual timetables, individually adapted learning materials, task boards, adapted questioning and language use, pre-teaching and over-teaching, and child progress meetings.
2. **School Support** - If the review identifies that further support is needed, the next targets are set and strategies may include small group work in literacy, numeracy or social skills and confidence. Personalised behaviour strategies including behaviour plans where relevant, meetings with parents, SENCo's input, REMA support for the class teacher, groups or individuals, training for teachers and LSAs as well as contact with the Home School Link Worker may be included to meet the child's needs.
3. **School support with outside agencies**
Referrals to agencies may be necessary including OT, VI, HI, PSS, EP, SLT, LLS and the behaviour team. SEND support reviews with the SENCo's and parents will be held. Costed provision maps and child centred Surrey SEND Support Arrangements will be put in place in consultation with the child and parents.

Where children have long term needs, requiring multi-agency involvement and key costed provisions do not meet the needs of the child, an EHCP assessment may be requested.

Supporting parents, carer and young people

Parents, carers and young people can find useful information in a number of ways.

- The SEND Information Report available on the school website -
- Surrey Local Offer website - www.surreysendlo.co.uk
- School admission arrangements - <https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions>

<https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions/applying-for-a-school-place-for-a-child-with-a-ehcp-or-a-ssen>

Supporting children with medical needs

Trumps Green 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.

The children may be supported through individual healthcare plans, access to the indoor and outdoor learning environment including changing and toilet facilities and relevant training for staff.

Where children with medical conditions are disabled, the school will comply with its duty under the Equality Act 2010. The school Disability Access Plan is available from the school office.

Some children may also have special educational needs and may have a statement or EHCP, bringing together health and social care needs as well as special educational provision.

Monitoring and evaluation of SEND

Quality of provision for all children is regularly monitored and evaluated. This process informs personalised learning on an individual level as well as future developments and improvements, informing SDP direction.

Progress of SEND children is monitored on an individual basis through target review, work scrutiny, meetings with teachers and TAs, formal assessments, internal and external moderation and child data tracking.

The quality of class provision and additional interventions for children with SEND is evaluated within this context of individual progress, as well as through drop-ins, observations, learning walks and consultation with staff and parents. Improvement targets are put in place within a time-bonded evaluation cycle, measuring impact on quality of learning in terms of process as well as outcome.

An action plan with priorities for SEND is evaluated annually with areas for development identified and built into the following one.

The Headteacher reports SEND children's progress on a termly basis to the Governing Body in liaison with the SENCo's.

Costed provision maps, for children with an EHCP are reviewed annually as part of the Annual Review process. Regular finance review meetings are held with the School Business Manager. Other provision maps are reviewed by SLT termly to ensure interventions have an effective impact on progress, behaviour and good mental health of children.

The Governing Body, external audits, monitoring visits and Surrey Local Authority school annual health-check reports all moderate quality of provision as well as inform the improvement cycle.

Training and development

Training opportunities are provided and evaluated according to the needs of the children and the overall needs of the school and SDP priorities. The impact is then measured in terms of quality of provision through monitoring.

The SENCo's attend twice termly update meetings provided termly by Surrey.

Storing and managing information

Relevant data and documentation is stored as hard copies in a locked cupboard. Correspondences do not contain child names or details unless sent via Egress. This includes correspondence with advisory agencies and transfer documents. Alternatively, such documents including referrals are sent first class recorded delivery and marked 'confidential'.

Child progress data with examples of work and relevant financial records (provision mapping and Child Premium Reports) for future monitoring is kept in a file in a locked cupboard and destroyed when replaced on a seven year basis.

Electronic data is kept securely and is erased when no longer required.

Comments, compliment and complaints

The well-being, needs and achievements of each individual are central to our school ethos and we welcome all communication with parents in order to maximise the self-esteem and attainment of every child. We have an 'open door policy' and if a parent has a concern, they are encouraged to speak to the class teacher in the first instance. If the matter cannot be resolved at this stage then the SENCo's and Headteacher may become involved and a meeting convened in order to look for a resolution to the issue.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership. A copy of the school's complaints procedure can be requested. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Monitoring arrangements

This policy will be reviewed annually by Headteacher and approved by the full Governing Body.

Equality Statement

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Agreed by Governors	September 2023
Next Review Date	September 2024

Glossary

SENCo Special Educational Needs and Disability Co-ordinator

TA Teaching Assistant

Trumps Green Infant School September 2023

LSA	Learning Support Assistant
PT	Precision Teaching
TRACKS	(A literacy support intervention)
ELKLAN	(A literacy support intervention)
ELSA	Emotional Literacy Support Assistant
EHCP	Education Health and Care Plan (previously a Statement)
LAC	Looked After Children
DfE	Department for Education
REMA	Race Equality and Minority Achievement
BS	Behaviour Support
LLS	Language and Learning Support
VI	Visual Impairment
HI	Hearing Impairment
OT	Occupational Therapy
PSS	Physical and Sensory Support
SLCN	Speech, Language and Communication Needs
ASD	Autism Spectrum Disorder
MSI	Multi-Sensory Impairment
EAL	English as an Additional Language