

# Walton on the Hill Primary School

## Special Educational Needs and Disability (SEND) Policy

September 2024



The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based. **Our school SENDCo is Mrs Kirsty Romero who is also a member of the Senior Leadership Team, and holds the NASENCo qualification.**

We are a wholly inclusive school who aim to support all children in our school community regardless of any specific educational need or disability. Through a range of support from within our own staff team and using a wide range of experts from external agencies we aim to ensure that all children achieve their maximum potential. We recognise that every child will learn in a different way and has their own preferred learning styles which we will cater for in our flexible and engaging curriculum. However, for some children we do need to plan in more detail specific provision to allow them to access and succeed in their learning.

At Walton on the Hill Primary School every teacher is a teacher of every child including those with SEND. Every child has the right to access the full curriculum and we recognise the importance of high-quality teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work or resources as needed, and creating an inclusive, nurturing learning environment. The opportunity for all to develop skills through active engagement and enjoyment whilst learning alongside their peers is central to our ethos.

We believe in high quality teaching in every class (Wave 1), the use of school-based experts to deliver tightly focused and effective interventions to support learning (Wave 2) and the use of external support where required (Wave 3). Please see our provision map available on our school website under the Key Information tab – Special Educational Needs and Disabilities.

We acknowledge that support should be offered within the classroom environment but recognise that there are also occasions when some children will receive support in a setting more suitable for their learning needs. We aim to work alongside other agencies providing both emotional and practical support for parents and children whose needs require multi-agency partnerships.

The aims of our special educational needs and disability policy in the school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners

These aims complement our whole **School Aims** which are focused on  
**Global School Vision - Village School Values**

Our school prides itself on its sense of community and upholding the positive values of a traditional village school. The school's ethos statement – **Global School Vision, Village School Values** – encapsulates the kind of school we continually aspire to be. We aim to provide an arena for learning which encompasses all that the local area and wider world has to offer. We aim to draw on local expertise and explore the local environment while also ensuring that children's experiences stretch much further than their own doorstep.

In our school we offer a warm, friendly atmosphere where the children can feel happy and secure and where they can grow in independence and confidence. We make the school a stimulating place which generates enthusiasm and encourages positive progress.

Children feel safe in their environment and have a positive attitude to learning. We foster a culture which develops social skills and self-awareness, while placing equal value in strong communication and cultural sensitivity.

Our *school values* are built around the three Rs – **Respect, Rights and Responsibilities**.

**Respect** - Children at Walton on the Hill are taught to respect each other and themselves. They value individuality and respect equality and diversity. Through adults modelling respect, children learn to listen, communicate and behave in a way which contributes to the harmony of the school community and beyond.

**Rights** - *"Children have the right to an education which develops their personality, talents"* UNICEF.

**Responsibilities** - Fostering a culture of responsibility teaches children to become independent and builds self-confidence. Children are encouraged to take on responsibility from day one, be that through looking after their property, joining the School Council or Eco team or becoming a member of our school Sports Crew. We also teach children to take responsibility for their own learning and behaviour. Through effective communication, children become aware of how they learn and behave to the best of their ability. They also develop an awareness of what they need to do next to make effective progress. As well as personal responsibility, we teach children about collective responsibility and the vital role that we all play as part of the Walton team!

### **Our Curriculum Vision Statement**

At Walton the Hill we aim to offer a rich and engaging school experience in which children are willing partners in their own learning. They enjoy school, form friendships for life and become responsible, respectful young people. Our curriculum is diverse, well planned, thought-provoking, aspirational and punctuated with memorable moments and events. Our students love learning, read willingly for pleasure and retain key skills and knowledge. The values that we instil embody qualities, skills and characteristics that equip all children to become successful, independent and content – at school and beyond.

### **Our Six Learning Values**

Our learning values should be evident in all that we do at school. Children are taught about the constituent elements of each value and begin to understand the importance that we place in each. Assemblies are used to introduce and explore the values in greater depth and we expect that these principles are referenced in both lessons and social interactions. By emphasising the importance of these key tenets we aim to embed these values within the fabric of our curriculum, our staff and our pupils.

Our learning values are:

**Collaboration**  
**Resilience**  
**Respect**

**Global School Vision - Village School Values**  
**Respect - Rights - Responsibilities**

Compassion  
Creativity  
Curiosity

### What are special educational needs or a disability? (SEND)

At our school, we use the definition for SEND and for disability from the SEND Code of Practice (2014) which reads as follows:

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: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long term-health conditions such as asthma, diabetes, epilepsy and cancer.

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

### Section 2: Identification of SEND

At Walton on the Hill Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. Other factors which need to be considered will include aspects such as: attendance and punctuality; health and welfare; English as an Additional Language (EAL); being a Child Looked After; being in receipt of the pupil premium grant; being a child of a service man/woman.

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

We know that pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

**Communication and interaction** - This describes pupils who have speech, language and communication needs displaying difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning** - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health** - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying

mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

### **What happens when a SEND has been identified?**

When a teacher is concerned that a pupil may have, or is already known to have, a special educational need, they will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will discuss their concerns with the Special Educational Needs & Disabilities Co-ordinator (SENDCo) who will detail the requirements and become involved in the gathering of information which will be used to inform next steps. Often a child's need can be met through Ordinarily Available Provision which are reasonable adjustments which can be made in the classroom.

If a child has been identified as having a special educational need, the child will normally be placed on the school's SEND register as 'SEND Support'. An Individual Support Arrangement (ISA) will be written for the child, detailing two or three SMART (Specific, Measurable, Achievable, Relevant and Time-bonded) targets with details of the support in place to enable the child to achieve those targets. This is a working document which is updated at least three times a year in collaboration with the child and parents. The school may decide to complete an assessment using the Early Help approach. A 'SEND Support Arrangement', which includes a one-page profile, may also be completed.

The SENDCo may decide to seek advice from external agencies. This is normally when progress rates are judged to be inadequate despite the delivery of high-quality interventions. This will only be undertaken after parental permission has been obtained and may include referral to:

- Educational Psychology Service (EP)
- Specialist Teachers for Inclusive Practice (STIP)
- Speech and Language Service (SALT)
- Autism Outreach Team
- Physical Sensory Support Service (PSS)
- Occupational Therapy (OT)
- Children's Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

So that parents are aware of the support available from our school, and through services within Surrey, we provide additional information on our school website on the Special Educational Needs and Disabilities page which can be found under 'Key Information.' This includes our SEND provision map.

We also include a link to Surrey's Local Offer and National Government Special Needs Sites. A useful guide to parents and carers of children with additional needs and/or disabilities can be found here: [A guide for parents and carers of children with additional needs and/ or disabilities \(surreylocaloffer.org.uk\)](https://www.surreylocaloffer.org.uk)

We actively encourage parents to work in partnership with school to ensure that both the child and parents are central in the decision-making process in order to ensure our pupils have the best possible life chances.

## Section 3: Procedures and Practice

### Assess, Plan, Do, Review

The SEND Code of Practice encourages an 'assess, plan, do, review' approach to support pupils with SEND. This is also known as a graduated response.

**Assess** - The class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This will include drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

**Plan** - The teacher and SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The child will access Ordinarily Available Provision which refers to the support mainstream schools are expected to provide for a child. The SENDCo may also decide to seek advice from external agencies in agreement with the parent.

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

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

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

### Requesting an Educational, Health and Care needs assessment

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

Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.

### Transition for pupils with SEND

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

### How much support will a child receive?

For pupils with SEND but without an EHCP, the decision regarding the type and level of support provided will primarily be led by the SENDCo, in consultation with the class teacher and parent.

## Section 4 - Roles and responsibilities

### The SENDCo is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high-quality response to meeting their needs in school
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are accurate records and plans in place for the pupils listed
- Ensuring all relevant children have a Support Plan or EHCP in place and that these are reviewed and updated regularly
- Providing specialist support (including relevant CPD) for teachers and support staff in the school so that they can help children with SEND to achieve
- Regularly attending the local authority SENDCo network meetings in order to keep up-to-date with local and national updates in SEND
- Monitoring and evaluating the quality of provision for all pupils with SEND
- Working in collaboration with the Senior Leadership Team (SLT) and governing body to ensure high quality provision is in place for all children
- Coordinating annual reviews of EHCPs

### Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing their child's progress

### The class teacher is responsible for:

- Providing High Quality Teaching for all pupils including those with SEND
- The progress and development of all pupils including those with SEND
- Regular liaison with the SENDCo
- Identifying and planning the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs
- Implementing any advice given from the SENDCo or external agencies on how best to support those children with SEND
- Close monitoring of progress
- Identifying and planning any additional help identified children may need (this could be things like targeted work, additional support)
- Supporting the SENDCo in writing and reviewing the ISA or EHCP which will include the writing of SMART targets
- Meeting with parents at least once a term to review progress
- Ensuring that all staff working with identified children are able to deliver the planned work/programme, so that they can achieve the best possible progress. This may involve the use of additional adults, externally provided specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

### The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND
- Delegating key responsibilities for the day-to-day management of SEND to the SENDCo and the class teachers but is still ultimately responsible for ensuring that all children's needs are met
- Ensuring that the Governing Body is kept up to date about any issues in school relating to SEND

**The SEND governor is responsible for:**

- Monitoring the effective implementation of the school's SEND policy and the meeting of statutory responsibilities in the area of SEND primarily through regular discussions with the SENDCo. The SEND linked governor will report on this area annually to the governing body

**Teaching and Special Needs Assistants are responsible for:**

- Ensuring that the day-to-day provision for identified pupils whom they support is in place
- Regular communication with the class teacher and the SENDCo (as necessary) about the progress and provision for any identified child whom they support

**Who can a parent/carer contact if they have any concerns?**

If a parent/carer wishes to discuss their child's special educational needs or they are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The class teacher – we would encourage all concerns to be discussed with your child's class teacher in the first instance
- The SENDCo (Mrs Romero)
- The Head of School (Mr Laing)

For complaints, please follow our procedure – 'Responding to Parents Concerns' which can be found on our website. For impartial and independent information, advice and support relating to SEND, parents may like to contact Surrey Parent Partnership – contact details available from school or the internet.

**Section 5: Other policies/documents available from school (or our website) which link to SEND include:**

- Teaching and Learning Policy
- Pupil Premium Action Plan
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety & ICT Policy
- Equality and Information and Objectives Statement
- Child Protection and Safeguarding Policy
- Accessibility Plan

**Our SENDCo is:** Mrs Kirsty Romero

She is contactable at: [kirstyromero@walton-on-the-hill.surrey.sch.uk](mailto:kirstyromero@walton-on-the-hill.surrey.sch.uk)

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