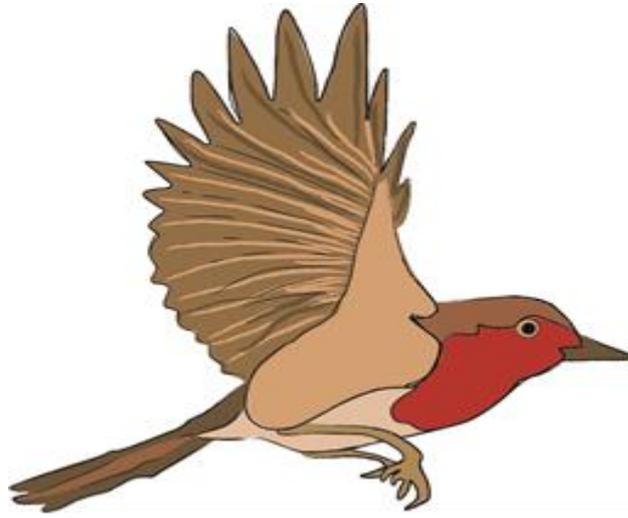


# Burhill Primary School

---



SEND Policy 2017

# Contents

---

Burhill Primary School Ethos and Vision for SEND	page 3
Definition of SEND	page 4
Key SEND roles at Burhill	page 5
Introduction and Context	page 6
Aims and Objectives	page 7
Identification of SEND-the four broad areas of need	page 8/9
A Graduated Response to SEND	page 10
Identification Procedures	page 11
Special Educational Needs provision and involving outside agencies	Page 12
Special Educational Needs Provision A whole school approach of Assess, Plan, Do Review	page 13/14
Managing the needs of pupils on the SEND register, the roles and responsibilities of key staff	page 15/16
Support for families	page 17
Pupils with Medical Needs	page 18
Monitoring and Evaluating the provision of SEND	page 18
Training and Development of staff	page 19
Storing and Managing of SEND records	Page 20
Complaints procedures	page 20
Glossary	page 21
Appendix 1 Key SEND documentation	page 22



## Special Educational Needs (SEND) Policy 2017

### School Ethos

At Burhill Primary School we are passionate about learning and believe that everyone, children and adults alike, is a learner. We aim to enable everyone to achieve and attain the best they possibly can. We want all children to develop a positive and independent attitude towards learning. Each child is encouraged to develop as an individual in a strongly caring and supportive environment where they feel safe and secure.

We know that education works best when there is a strong partnership between home and school; we are proud that we work closely with parents and carers in the best interest of the child and value the contribution parents can make to the school.

The school provides a uniquely broad, balanced and creative curriculum so that children enjoy learning, are curious and motivated to learn. We encourage children to find out more about the world they live in and to understand the contribution they can make. Children have the opportunity to take responsibility for their own learning and also for their own school environment.

We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated creative curriculum relevant to their needs.

The whole school has a shared responsibility for identifying, assessing and meeting the needs of every individual pupil. Every class teacher teaches every child in their class including those with SEND. Each pupil should be fully integrated into the life of the school and be given full support from staff with ambitious expectations-there is no limit to the progress any child at Burhill can make.

At Burhill we will endeavour

- To ensure early identification of need
- To encourage effective partnership with parents/carers
- To ensure that swift referrals are made to other relevant professionals including Surrey's specialist Teacher and Educational Psychology Service and Health Services
- To recognise the importance of pupil voice and encourage children to become fully involved in their education

### Our Vision Statement for SEND

"Burhill Primary is an inclusive school where everyone is valued. We have high expectations and aspirations and strive to remove barriers to learning so every child can experience success. We work in partnership with parents to ensure that every child will be safe, healthy, creative, and have the personal confidence, skills and opportunities to become independent learners and contribute and achieve more than thought possible".

## Definition of Special Educational Needs (SEN) and Disability

At Burhill Primary we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

- *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*
- *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day***
- *This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap, between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will be covered by the SEN definition.*

## **Key SEND Roles and Responsibilities at Burhill Primary School**

### **Special Educational Needs Coordinator (SENCo)/ Inclusion Manager**

The SENCo/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 who have Education and Health Care Plans and Statements. Part of the role of the SENCo/Inclusion Manager is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Our Inclusion Manager/SENCo is Mrs Shona Waller

Contact details: [swaller@burhill.surrey.sch.uk](mailto:swaller@burhill.surrey.sch.uk)

Mrs Waller is a qualified teacher and has completed the National Award for Special Educational Needs in 2011. She is a member of the school's Senior Leadership Team

### **Class Teachers**

Class teachers are responsible for the progress and development of all pupils in their class. They provide high quality teaching, personalised to meet the needs of individual pupils. This is the first step in responding to pupils with special educational needs. Class teachers are responsible for identifying any pupil who is making less than expected progress and adjusting their teaching to provide targeted support to address the identified areas of weakness. If progress continues to be less than expected the class teacher, supported by the SENCo will assess and consider whether they believe the child to have special educational needs.

### **SEN Governor/Governing Body**

The Governing Body has a duty to comply with the provision of the Special Educational Needs and Disability Code of Practice 2014, 0-25 Years and to decide on the schools general policy and approach for meeting pupil's special educational needs.

The Governing Body has designated SEND Governor

### **SEN Support Staff**

At present we have 21 SEN Teaching Assistants who are line managed by the SENCo

Julie Porta Rios    Amanda Pike    Laura Chaplin    Kelly Deacon    Jo Woodward

Emma Welch    Angie Watkins    Emma Galliano    Anna Gaynor    Louise Goreham

Stephanie Schmitt    Holly Morgan    Fiona Fry    Liz West    Celeste Thomas

Margot Kareem    Candice Wolfson    Carol Donald    Jill Lippiatt    Stephanie Schmitt

Natalie Wisedale

Each class teacher is supported by their own Teaching Assistant

### **Designated Teachers with specific Safeguarding responsibility:**

Sally Taylor- Head Teacher

Gemma White- Deputy Head

Shona Waller- Inclusion Manager/Senco

Emily Ainscough Assistant Head

Donna Cooper HSLW

Sally Ruby Burhill Children's Centre

**Members of staff responsible for managing the school's responsibility for meeting the needs of Looked After Children/Pupil Premium funding:**

Sally Taylor- Head Teacher      Shona Waller- Inclusion Manager/Senco

**Members of staff responsible for managing the schools responsibility for meeting the medical needs of pupils:**

Sally Taylor- Head Teacher      Shona Waller- Inclusion Manager/Senco

**Introduction**

**How the policy was put together**

This policy was created in partnership with the Senior Leadership Team (SLT), the SEN Governor, representative staff at Burhill Primary and a group of parents of pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

How parents can access this policy:

- The school website under... SEND
- A hard copy is available on request from the school office.

Please let us know if you need this to be made available to you in a different format, e.g. enlarged font.

**Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- Single Equality Policy
- Schools SEN Information Report Regulations (2014) (see the schools SEN Information Report on the Website)
- Statutory Guidance on Supporting pupils at school with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **Aims and Objectives**

### **Aims**

At Burhill Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and in school, feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need and ensure work is well matched to their needs
- Ambitious educational and wider outcomes will be set for pupils with SEND in collaboration with parents/carers and individual children
- We aim to support all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- We recognise the importance of pupil voice and will listen carefully to what the pupils themselves feel about their learning and what will help them achieve their best

### **Objectives**

The schools current priorities are:

1. To ensure the consistency of high 'Quality First' teaching across the whole school in line with practice detailed in the school's core offer (Wave 1 intervention)
2. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have additional needs, following the new Code of Practice and SEND Support Arrangements Process with the pupils and their parents/carers at the centre.
3. To develop effective whole school provision management of targeted support and intervention for pupils with special educational needs and disabilities (Wave 2 and Wave 3 intervention)
4. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which build on and develops 'Quality First' practice, as set out in the SEND Code of Practice, July 2014
5. To ensure there is greater parent /carer communication and co –operation of policies and practices relating to children with SEN and disabilities, through setting up a parent reference group/Forum.
6. To ensure our children with SEND in Year 6 have a successful transition to their new schools

## **Identification of Special Educational Needs**

The 4 areas of need as detailed in the SEND Code of Practice are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical (SP)

These four broad areas of need give an overview of the range of needs that the school should plan for. 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time'. SEND *Code of Practice* July 2014 6.27

### **Communication and Interaction (CI)**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. SEND *Code of Practice* July 2014 6.28

Children and young people with ASD, including Asperger's Syndrome and 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. SEND *Code of Practice* July 2014 6.29

### **Cognition and Learning (CL)**

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, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. SEND *Code of Practice* July 2014 6.30

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. SEND *Code of Practice* July 2014 6.31

### **Social, emotional and mental health (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. SEND *Code of Practice* July 2014 6.32

### Sensory and/or Physical (SP)

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. These difficulties can be age related and may fluctuate over time. 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, or rehabilitation support. Children and young people with an MSI (multi sensory impairment) have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. *SEND Code of Practice July 2014 6.34*

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. ***SEND Code of Practice July 2014 6.35***

### **A Graduated Response to SEN Support**

At Burhill Primary School we follow the graduated response (0-25) as detailed in the document 'Right provision, right time' (April 2014).

Most children will have their needs met through 'Quality First' class teaching and staff make reasonable adjustments for all children to help support their needs. This support is detailed in our Wave 1 provision map (available on the school website under SEND). The class teacher is responsible and accountable for the progress and development of all pupils in their class. Their role is to provide differentiated expectations and personalised teaching for all pupils and is the first step in responding to pupils who may have SEN.

Any additional intervention cannot compensate for a lack of good quality teaching.

The progress of pupils is continually monitored by class teachers, who carry out a wide range of assessments, through both formal assessment (which may include assessment tasks) and ongoing observations and assessment of work carried out in class on a daily basis.

Termly, Pupil Progress meetings are held between each class teacher and members of the senior leadership team, in order for detailed discussions about children's progress to take place. If a pupil is not making expected progress in a particular area of learning, the school can begin to identify the barriers to learning and identify the need for additional support. This will be discussed with the parent/carers and the pupil concerned (where appropriate).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in the teacher planning and providing targeted support (intervention) within the class which will be monitored and reviewed after a short period of time.

If, despite additional targeted intervention, progress is not being made and there are still ongoing concerns, decisions as to the most appropriate steps to be taken are made. At this point, with parental support, the child would be placed on the SEN register and the SENCO, class teacher; parent and child look at additional support under the school's local offer consisting of *Wave 2 and Wave 3 interventions*.

Once the child is placed on the SEN register they will be provided with an Individual Support Plan (ISP) which outlines their "additional to and different from" provision. A 'one page profile' would be developed in collaboration with parents, the child and staff to inform others about the child's strengths and weakness and how best to support them achieve their best. Appropriate targets (outcomes) for the child would be set. For children with a much higher level of need who may require an Education Health Care Plan a much more detailed SEN Support Arrangements Plan will be started. Support Arrangement Plans gather more information on a child's early development, family history, the child's strengths and weaknesses and their aspirations as well as previous provision, assessment information and involvement from outside agencies. Individual Support Plans are reviewed termly with all parties involved.

## **Identification procedures**

Before children start at Burhill, information is gained where possible from parent/carers, and through transition meetings, conversations and reports from previous settings.

If a child is already on the SEN register additional transition arrangements will be made to help support a smooth transition from one setting to another. These arrangements are also in place for any children with additional needs who are transferring from Burhill Primary to another school

Additional needs can also be identified more formally by the following methods;

- Initial assessments on entry to nursery and reception
- Standardised assessments where the teacher has a concern about a child
- Termly Pupil progress meetings which monitor the progress individuals make

If a concern is identified as a result of initial assessments and observations etc further assessment would be undertaken to establish whether a pupil has any additional educational needs. Class teachers are responsible for tracking the progress and achievement of all their pupils. If a teacher identifies a pupil who is making less than expected progress they will first provide targeted support within the classroom to address any identified areas of weakness. If a pupil continues to make less than expected progress the teacher will, with the support of the SENCo/Inclusion Manager undertake an initial assessment to try to identify whether the pupil has Special Educational Needs.

At this point the class teacher will complete an SEN Expression of Concern form to detail their concerns, the parent's view and what strategies and interventions they have already tried to support the pupil. Once a pupil's need has been identified there may be a more detailed analysis of the child in order to establish the exact nature of their needs. The child's class activities should then be further differentiated to meet their specific needs through Quality First teaching

## Quality First teaching

The class teacher is responsible in providing differentiated learning for all pupils, making reasonable adjustments and providing good quality personalised teaching. This is the first step in responding to pupils who may have SEN

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

### **Special educational provision**

Despite quality first teaching some children may continue to make insufficient progress, based on their age and starting points and against national data and expectations of progress.

For these pupils, and in consultation with parents/carers, Burhill Primary School aims to identify an appropriate intervention programme.

At times it may be necessary to consult with outside agencies such as:

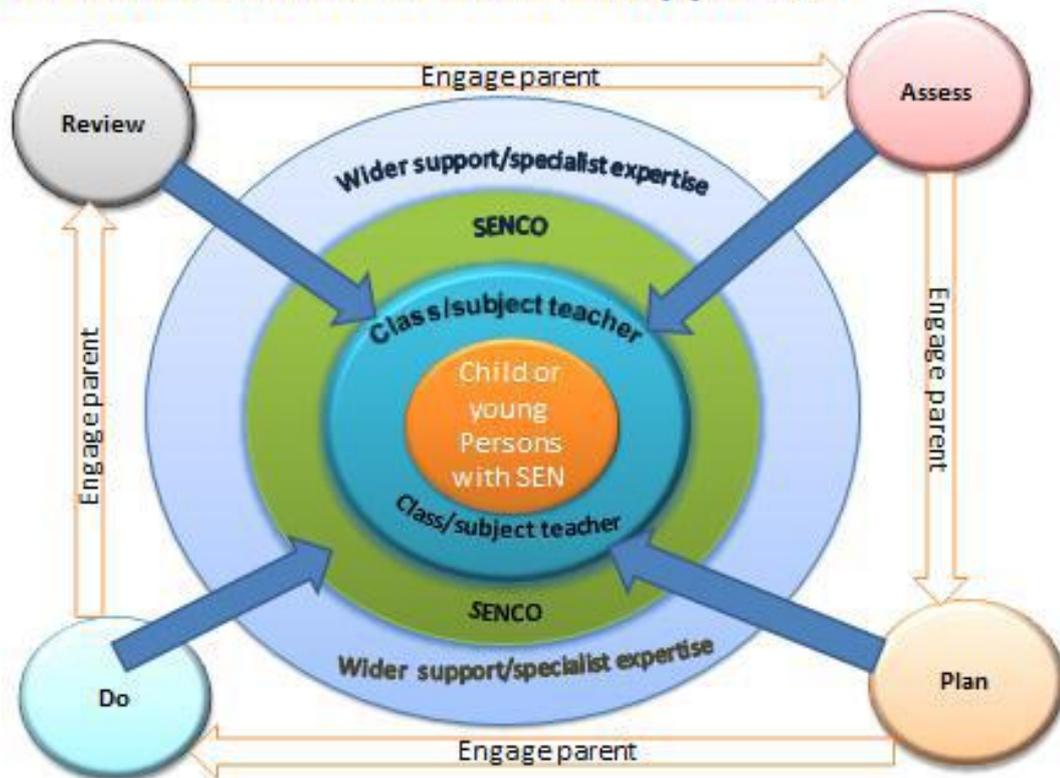
- The Educational Psychologist
- Learning, Language support service
- Behaviour support
- Speech and Language
- Occupational therapy
- Physiotherapist
- Home school link work
- ASD outreach teacher- Freemantles
- Race Equality Minority Achievement (REMA)
- Educational Welfare officer
- Physical and Sensory Support
- Child and Adolescent Mental Health Service (CAMHS)
- Social services
- Paediatrics
- Surrey Young Carers
- Burhill Children's Centre

Consultations with these agencies help identify alternative strategies and resources to further support the child's needs. Parents and key staff are always invited to any meetings with outside agencies. Any advice and reports from these agencies informs staff of strategies and targets to support the child.

## SEN PROVISION

In line with the new Code of Practice 2014 we operate a whole school approach of ASSESS, PLAN, DO, REVIEW in regards to children with special educational needs

### The new vision: A whole school approach



## ASSESS

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals, where appropriate. Please see list above Under Special Educational Provision

Where it is deemed a child's needs are significant and will continue to need long term interventions, and/or support they will, upon consultation with parents/carers they will be placed on the school's SEN register which has two stages;

- SEN Support Arrangements
- Statement/Education Health Care Plan (EHCP).

All stakeholders can share concerns outside of these two stages and children could be monitored. A child may be removed from the SEN register and additional interventions may cease if significant progress has been made and maintained. This agreement would be in consultation with the SENCo, parents/carers, class teacher and any other relevant staff members.

## PLAN

Where SEN Support Arrangements are required the teacher and SENCo and any other relevant support staff 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. Parents/carers will be consulted and involved.

Outcomes and small step targets for the pupil will be shared with them using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

### **DO**

The class teacher is responsible for working with the pupil on a daily basis. They will liaise closely with the support staff or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide ongoing support, guidance and advice for the teacher

Where interventions involve group or one to one teaching away from the main class or class teacher, the class teacher will still retain responsibility for the pupil. They will work closely with any Teaching assistants or specialist staff involved in the plan, and assess the impact of support and interventions ensuring they can be linked and embedded into the classroom teaching.

### **REVIEW**

The plan including the impact of the support and interventions will be reviewed regularly by the teacher, SENCo, support staff, 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 the SEN register

For pupils with an Education Health Care Plan EHCP the Local Authority must review the plan at least annually

### **SEN support Arrangements Plan**

There will be a phased approach to moving all the children with a higher level of need on the SEN register onto SEN support arrangements plans. Plans will be child-centred and involve parents/carers and if appropriate key professionals. Review meetings will be held regularly every term. Where it is considered appropriate pupils may contribute and/or attend the review meetings. These meetings will enhance the partnerships between staff and school.

### **SEN Provision**

Additional SEN support can take many forms. This could include the school:

- devising a special personalised learning programme
- providing extra help from a teacher, a learning support assistant or another member of staff
- making or changing materials, equipment and resources
- working within a small group intervention
- observations in class or at break
- record keeping
- encouraging children to participate in school activities
- checking and reinforcing understanding
- developing social skills and friendships

- supporting physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

### **Managing the needs of pupils on the SEND Register**

Roles and responsibilities of key staff

#### Role of the Head Teacher

The Head Teacher has overall responsibility of all pupils in school including those with SEND

#### Role of the Governing Body

- To comply with the provisions of the SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- To seek continuous improvements to the school's facilities to improve access and arrangements for a child with disabilities.
- To be fully aware of current legislation.
- To decide the school's general policy and approach to meeting children's special educational needs
- To make every effort to ensure that the necessary special arrangements are made for any pupil with SEND by setting up appropriate staffing and funding arrangements and overseeing the school's work.
- To ensure that all children with special needs take part in the everyday activities of the school as far as is practicable.
- To ensure that the school's policy on SEND is made available to parents and all staff.
- To ensure that staff are aware of children with SEND and of the importance of identifying pupils with SEND and provide appropriate teaching and learning opportunities.

#### Role of the SENCo/ Inclusion Leader:

- To maintain the school's SEN register and update it termly
- To manage the records of all pupils with SEN and ensure they are stored securely.
- To maintain the records on SIMs on a termly basis.
- As part of the Senior Leadership Team to meet with class teachers termly to monitor progress of children with SEN through Pupil Progress Meetings
- To advise and support class teachers and support staff to meet the SEND needs of individuals
- To maintain effective communication with parents/carers.
- To liaise with external agencies and support agencies which might include completing referrals for a particular child, requesting specific assessments and setting up and attending joint agency and parent meetings.
- To deploy, manage, support, train or provide training and deliver or support the appraisal procedures for support staff who are specifically involved in working with children with SEND.
- To Liaise with the governing body through the governor responsible for SEND
- To manage the SEN budget and purchase resources.
- To attending SENCo/ Inclusion Leader network meetings and courses to keep up to date with current thinking in SEND, disseminating such information to staff during staff meetings and school based INSET wherever appropriate.
- To implement the new SEND practices under SEND 14

- To use provision mapping to monitor and evaluate provision
- To update the SEN information report annually

### **Role of the class teacher**

The class teacher is a teacher of every pupil including those with SEND.

Their responsibilities include

- To ensure 'Quality First' teaching, differentiated for individual pupils
- To meet the day to day needs of all pupils
- To make necessary adjustments to ensure inclusion
- To be accountable for the progress and development of all the pupils in their class, including where pupils access support from Learning Support Assistants or Specialist Support staff
- To liaise closely with support staff and monitor the progress being made within interventions
- To raise concerns with the SENCo/Inclusion leader
- To maintain accurate and updated records to inform planning and provide additional evidence of need e.g. Behaviour logs, meeting with parents, SEN concerns forms
- To support the SENCo/Inclusion Manager to implement the new SEND practices under SEND 14 e.g. Creating and reviewing pathway plans, Individual Support plans, prioritising and managing interventions and evaluating their effectiveness, managing and updating one page profiles.
- To liaise effectively with parent/carers
- To listen to and make timely responses to parental concerns
- To make necessary adjustments to ensure inclusion
- To attend Behaviour Support and Language and Learning clinics, meetings with outside agencies and wherever appropriate ensure any recommendations and advice is followed

### **Role of support staff**

- To maintain accurate and up to date records to inform planning and provide additional evidence of need e.g. Behaviour logs, observations, achievements, copies of work, photographs of practical activities etc
- To support the SENCo/Inclusion Manager and class teachers to implement the new SEND practices under SEND 14
- To inform class teachers, and any other key staff if appropriate of specific concerns
- To liaise effectively with parents/carers and make timely responses to parental concerns raised e.g. keep a home/school communication book
- To make reasonable adjustments to ensure inclusion, under the direction of the class teacher /SENCo
- To ensure any interventions are prioritised and carried out as directed by the class teacher/SENCo and records are kept to inform progress and attendance
- To promote independence

## **Support for families**

At Burhill School we operate an open door policy. If parents have concerns they should first consult with their class teacher. The SENCo is also available and contactable by email or phone.

We have a home school worker (HSLW) Donna Cooper who is available either by referral from the SENCo or face to face contact to provide support for families.

We recognise the worth of the Parent Partnership and Local Authority services and welcome their attendance at any meetings in school.

- Surrey Parent Partnership is now called Surrey SEND Information , Advice and Support Service (SSIASS) [www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk) and can be contacted on 01737 737300 or by email [ssiass@surreycc.gov.uk](mailto:ssiass@surreycc.gov.uk)
- Core Assets [www.coreassets.com](http://www.coreassets.com) offer independent support for families and young people and can be contacted on 0800028 8455
- Other useful links for parents are listed below
- Family Voice Surrey – 01372 705708 <http://familyvoicesurrey.org/contact-us>
- Surrey’s Local Offer <https://www.surreysendlo.co.uk> which includes other agencies that provide a service
- Surrey’s branch of the National Autistic Society <http://www.mugsy.org/cgi-bin/tp.pl>
- South East Surrey Dyslexia Association [www.sesda-dyslexia.co.uk](http://www.sesda-dyslexia.co.uk)
- A voice for young people’s mental health and well- being <http://www.youngminds.org.uk>
- Parent Carer Support Elmbridge <http://www.carersupportelmbridge.org.uk/>
- Family Information Service (FIS) offers a free impartial information and signposting service on all aspects of family life for parents of children and young people aged 0-25 <http://www.surreycc.gov.uk//community/family-information-service>
- Surrey County Council also offers a mediation service

Further Information to support this policy is available through the following documents which are available on our website under SEND

- The schools SEN Information Report
- The whole school provision map and Waves of Intervention
- Surrey’s Local Offer who provide a service and information for young people in Surrey with special educational needs and disabilities (SEND), their families and professionals <https://www.surreylocaloffer.org.uk>
- The school’s Admission Policy

### **Pupils with medical conditions**

In line with DfE guidance, (April 2014) Burhill Primary 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. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Additionally some pupils may require support relating to medical conditions e.g. individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff.

Some children may also have special educational needs (SEN) may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

If you require further information you may wish to contact to Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs  
(susan.lynn@surreycc.gov.uk)

### **Monitoring and evaluation of SEND**

The school regularly monitors and evaluates the quality of provision on offer to all pupils through

- The role of the SEND governor and relevant Governing Body Committees
- Evaluation of interventions to ensure effective use of SEN funding
- SEN is kept under regular review through various Governor committees
- SEN information is shared through the Headteacher's Report to the Governing Body
- Review of the School's Development Plan
- External audits by Surrey e.g. SEN Monitoring visits by Babcock4S and OFSTED inspections
- Developing best practice through SENCO networks and local partnerships
- Consultation with parents / carers, staff and pupils

These inform future developments and improvements

### **Training and development**

At Burhill Primary we aim to ensure that all staff keep up to date with developments in teaching and provision to effectively meet the needs of pupils with SEND.

This is achieved through

- monitoring schedule and appraisal procedures to identify CPD needs
- INSET and training for staff
- Liaison with external agencies and specialist provision and outreach teams
- Induction procedures for new staff relating to SEND policy and practice led by the SENCo/Inclusion Manager
- The SENCo's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience
- SENCo's membership of professional bodies e.g. Nasen
- We have several staff trained to support specific areas of SEND and encourage staff to continually update their skills and knowledge.

### **Storing and Managing Information**

Information is stored both on paper and electronic form. A child's SEN file is stored in a locked filing cabinet inside the SENCo's office and certain documents and plans are stored within the class Inclusion File. Documents are kept whilst a child is at Burhill Primary and then the file is transferred to the next school.

### **Complaints Procedure**

If a parent/carer has a complaint about the school provision for a child with special educational needs they can make a representation to the Head Teacher. This would be discussed by the Head Teacher, the SENCo/Inclusion Manager, the class teacher and any other agencies involved. The parents/carers would be invited to a meeting with the appropriate persons present.

The governing body has a member responsible for Special Needs, who, if necessary would report to the Governing body. The Governing body and/or the parent can make representation to the Local Education Office.

To view the school's Complaint Procedure please visit

<http://burhill.surrey.sch.uk/sites/default/files/pages/media/files/Complaints.pdf>

### **Reviewing the SEND Policy**

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Burhill Primary School.

The SEND policy will be kept under regular review by the Governing Body.  
It will next be reviewed in September 2018

### **Glossary**

SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
ISP	Individual Support Plan
CI	Communication and Interaction
CL	Cognition and Learning
SEMH	Social , Emotional and Mental Health
PS	Physical and Sensory
SpLD	Specific Learning Difficulties
EHCP	Education Health Care Plan
SEN	Special Educational Needs
Dfe	Department for Education
INSET	In service training (Training Day for Teachers in school)
Babcock 4s	Educational consultancy in Surrey
OFSTED	Office for Standards in Education, Children's Services and Skills
HSLW	Home School Link Worker

## Appendix 1: Key documentation

The following documents have informed this guidance which you may find helpful:

- Special educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)
- Supporting pupils at school with medical conditions  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349435/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)
- Keeping children safe in education  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418686/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf)
- The Right Provision at the Right Time  
[https://new.surreycc.gov.uk/\\_data/assets/pdf\\_file/0013/32251/SEND\\_The-Right-Provision-at-The-Right-Time\\_120814.pdf](https://new.surreycc.gov.uk/_data/assets/pdf_file/0013/32251/SEND_The-Right-Provision-at-The-Right-Time_120814.pdf)