

Epsom Primary and Nursery School

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY (SEE ALSO ACCESSIBILITY PLAN)

Date of issue:	September 2019		
Owner:	Deputy Head with responsibility for Inclusion and the Co-ordination of SEND		
Date of review:	September 2020	Governor:	
Signed.....		Date.....	

Introduction

At Epsom Primary and Nursery School we are committed to meeting the special educational needs of pupils and ensuring that they make good progress. The Special Needs and Disability policy at Epsom Primary and Nursery School supports the vision of the school: To be a 'first choice' school, offering a protective and inclusive environment for everyone to learn, develop and create ambition.

Legislative framework

Epsom Primary and Nursery School SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- SEND Code of Practice January 2015
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Education Act 2002

Definition of SEN

The Code of Practice 2015 states that pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is additional to, or different from, differentiated curriculum plans.

Epsom Primary and Nursery School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Aims of our policy

High quality first teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something additional to, and different from, what is provided for the majority of children; this is the special educational provision and we will aim to use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Epsom Primary and Nursery School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

The staff and governors of Epsom Primary and Nursery School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

Every teacher is responsible and accountable for every pupil in their class, whatever their ability or additional need and wherever, or with whoever, the pupils are working. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved - LA, school, parents/carers, pupils, children's services and all other agencies.

Objectives

In order to meet the special educational needs of our children at Epsom Primary and Nursery School we must:

- identify those children who have SEND as soon as possible
- provide intervention at a suitable level when a child is identified as having SEND
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum
- provide good or outstanding teaching, strong differentiation and use resources effectively to support children with SEND
- assess and keep records of the progress of children with SEND
- work with outside agencies who provide specialist support and teaching for children with SEND
- inform and involve the parents of children with SEND so that we can work together to support our children
- encourage active involvement by the children themselves in meeting their needs
- provide on-going training for all staff working with children with SEND

Areas of Need

Communication and interaction

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.

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.

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, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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.

Sensory and/or physical needs

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.

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.

Roles and Responsibilities

Zoe Gallimore is the current Governor with responsibility for SEND at Epsom Primary and Nursery School. She has regular contact with the Deputy Head for Inclusion of the school to keep up-to-date with, and monitor, the school's SEND provision. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

Mrs Emma Smith, the Executive Head is the school's 'responsible person' for special educational needs work for which she has delegated to the Deputy Head with responsibility for Inclusion.

Mrs Marie Newman is the Deputy Head with responsibility for Inclusion and the designated teacher with the responsibility for the coordination of SEND in Phase 2. She works closely with the Executive Head and the governor, responsible for SEND, and staff to ensure the effective day to day operation of the school's Special Educational Needs and Disabilities Policy. The Deputy Head with responsibility for Inclusion and Executive Head will identify areas for development and contribute to the school's improvement plan.

Mrs Julie Clark is the designated teacher with responsibility for the Coordination of SEND in the Early Years and Key Stage 1 (EYFS & Phase 1 SENCo). She meets regularly with the Deputy Head with responsibility for Inclusion to ensure the effective day to day operation of the school's Special Educational Needs and Disabilities policy in the Early Years and Key Stage 1.

Mrs Julie Kerbey has responsibility for assisting the Deputy Head with responsibility for Inclusion and EYFS and Phase 1 SENCo and supports them with the coordination of SEND. This support includes responsibility for; record keeping, overseeing the management of the intervention room, preparing paperwork for annual reviews, liaising with parents and carers in the absence of the Deputy Head with responsibility for Inclusion and maintain the school provision map.

The Assistant SENCo has responsibility for the coordination of EHCP's. She works closely with the rest of the inclusion team to identify children who meet the criteria for an EHCP, and works with the Deputy Head with responsibility for Inclusion and EYFS & Phase 1 SENCo to apply for these. Both the Deputy Head with responsibility for Inclusion and the EYFS & Phase 1 SENCo will work with teachers to help them to meet the needs of the children who have a SEND Support Arrangements Document whilst the application is in process.

All teaching and non-teaching staff are involved in the formulation of the Special Educational Needs and Disabilities policy. They are responsible for differentiating the curriculum for pupils with special educational needs and disabilities and monitor progress. All teachers who have responsibility for areas of the curriculum review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff work closely with the Deputy Head with responsibility for Inclusion and EYFS & Phase 1 SENCo. Teachers are aware of the importance of early identification and of providing for SEND pupils whom they teach.

Admission arrangements

We welcome all children to Epsom Primary and Nursery School and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with special educational needs and disabilities will be admitted to Epsom Primary and Nursery School in line with the schools' admissions policy and on an equal basis with all other children according to the criteria set out, taking into account the suitability of the child to mainstream education, and availability of resources and facilities to meet that child's needs.

The school will work closely with the Children's Centre, other settings, professionals and parents to ascertain whether a child has been identified as having special educational needs or disabilities at school targeted support or school specialist support. If the school is alerted to the fact that a child may have a difficulty in learning they will collect all relevant information and plan a relevant differentiated curriculum.

Epsom Primary and Nursery School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

Access for disabled

In line with the 2002 SENDA and the 2006 DDA the Executive Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. To ensure access for pupils or parents with disabilities we regularly review our provision and plan ways in which barriers to participation can be overcome (See Accessibility Plan).

Resources

The governors are committed to providing high quality support for children with special educational needs and disabilities, in the form of: staffing, training, resources and employing external support. Deputy Head with responsibility for Inclusion, School Business Manager and attached governor work together to ensure that there is an effective and efficient use of moneys and that pupils make progress.

The effectiveness of spending decisions is tracked in relation to pupil attainment and the school is proactive in bidding for grants and packages of support for individuals to further improve provision. Children with an Education Health and Care Plan (EHCP) are provided with additional funding from Surrey County Council and out of borough where necessary. Where children have an Education, Health and Care Plan (EHCP) the Executive Head and Deputy Head with responsibility for Inclusion will use this to identify the areas of need and make appropriate provision. In addition to quality First Teaching, children with an Education, Health and Care Plan (EHCP) will receive additional support in a 1:1, paired or small group situation.

Children with SENDs spend the majority of time learning with their peers in their classroom. In addition there are group teaching rooms and an intervention room where individuals, or small groups, may work with a SEND Teaching Assistant or Teaching Assistant. There is easy access to a laptop for those that need it. There are a number of ICT resources available to enable children to access the curriculum such as Clicker, Communication in Print and Writing with Symbols.

Identification, Assessment and Provision

On Entry

If a child comes to Epsom Primary and Nursery School from another setting we use evidence that they provide to establish whether or not the child has any special educational needs. Nursery and Reception class teachers also endeavour to visit all children at home, and/or their current setting, so they can see them interact and learn in their familiar environment. Through these visits and/or induction meetings we speak to parents about their child to gain a picture of the child, and any special educational needs or disabilities that they may have.

Parent Referral

At any time throughout the child's time at Epsom Primary and Nursery School parents are encouraged to discuss their concerns with the class teacher. These might be related to academic progress, speech production, behaviour etc. The class teachers will often discuss parent concerns with the EYFS & Phase 1 SENCo or Deputy Head with responsibility for Inclusion in order to seek advice. If necessary the EYFS & Phase 1 SENCo or Deputy Head with responsibility for Inclusion will attend a meeting with the Class Teacher and parent to discuss the child's needs and the provision in place to support them.

Teacher Referral

If a class teacher has a concern about a pupil they complete an initial concern form and take this to the Deputy Head with responsibility for Inclusion or EYFS & Phase 1 SENCo who will arrange a meeting to discuss the pupil. At these meetings class teachers may provide evidence to support their concerns such as a piece of writing, assessment levels or a diary of inappropriate behaviour. The Deputy Head with responsibility for Inclusion or EYFS & Phase 1 SENCo and class teacher will then use all information available, alongside the Code of Practice, to identify pupils with SEND and their level of need. A meeting would then be held to discuss this with parents.

A pupil is identified as needing provision additional to, or different from, that provided if despite receiving high quality first teaching, differentiated learning opportunities and intervention:

- Makes little or no progress even when teaching approaches are targeted particularly in a young person's identified area of difficulty;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;

- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.
- The Inclusion Team will further assess the child and support for the individual will be discussed and action taken. The SEND Register holds names of children identified as having SEND under a category of School Support and Education, Health and care Plan (EHCP). Within the School Support category, there are two sub categories; School Targeted Support and School Specialist Support. For children who are placed on the register at School Targeted Support, targeted intervention will be put into place and their progress will be closely monitored through pupil progress meetings. For children who are placed on the SEND register at the School Specialist Support level an Individual Support Plan (ISP) will be written and often external agencies will be involved. For those children at School Specialist Support who may need an EHCP in the future, a SEND Arrangements (SA) will be written.

Record Keeping

- The Deputy Head with responsibility for Inclusion and EYFS & Phase 1 SENCo maintain a confidential register of all pupils with special educational needs.
- The whole school provision map lists all the children in each class and highlights the provision they are accessing.
- Class Teachers produce a Class Profile which outlines the profile of the class according to school focus groups.
- Class teachers retain responsibility for pupils with SEND and where necessary, pupils on the SEND register at School Specialist Support stage have Individual Support Plans and One Page Profiles.
- Education, Health and Care Plans are written by the Local Authority and a copy held in the pupil's class and SEN file.

SEN Register

Under the SEN Code of Practice 2015 there is a single early years setting based category and a school based category of SEND Support.

Within this single category of SEND support Epsom Primary and Nursery School will adopt an early intervention response to meeting special educational needs. When a young person is identified as having special educational needs, the school will intervene through an early intervention response of:

1. School Targeted Support
2. School Specialist Support
3. Education Health and Care Plan

For children at School Specialist Support and Education Health and Care Plan a Provision Map will be written which includes a One Page Profile.

High Quality Teaching – Wave One

Our whole class learning and teaching ensures the effective inclusion of all pupils in high quality, everyday personalised learning.

This includes:

- Effective planning and lesson design that builds on prior learning
- Clear learning intentions that are shared with the children and referred to regularly
- High levels of pupil involvement and engagement with their learning
- Effective questioning, modelling and explaining by the teacher
- Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups

- Assessment for learning
- A range of teaching styles
- High quality differentiation
- Encouragement and authentic praise to engage and motivate pupils
- Reviewing learning and identifying next step

Intervention and School Targeted Support – Wave 2

We have a range of targeted interventions to support those who are making slower progress in a particular area of learning. These could include:

- Phonological awareness
- Early Years Speech and Language and Personal, Social, Emotional Development
- Focus on vocabulary
- Project X Code
- Number intervention
- Maths Barriers
- Addressing misconceptions
- Meemo – working memory intervention
- Learning Mentor Support
- Time to Talk
- Moving and Handling

Intervention and School Specialist Support - Wave 3

We provide a wide range of specialist support for those who require intervention and support additional to and different from our universal provision.

- Speech and Language support
- Sensory
- EAL – New to English
- EAL – Language Support
- Precision Teaching
- Emotional Literacy Support Assistant (ELSA) support
- Support from our Learning Mentor

Such interventions are a means of helping Epsom Primary and Nursery School and parents match special educational provision to individual pupil needs.

We also work with specialist services and agencies for those who require intervention and support additional to, and different from, our universal and targeted provision. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the pupil's progress. In some cases they will provide support for particular activities. External support services play an important part in helping Epsom Primary and Nursery School identify, assess and make provision for children. The triggers for outside agency support could be that despite receiving support within school the pupil:

- Continues to make little, or no progress, in specific areas over a long period;
- Continues working substantially below that expected of pupils of the same age.

Our specialist support includes:

SALT – Mainstream speech and language
 EP- Educational Psychologist
 LLS – Learning and Language Support
 REMA - Race Equality and Minority Achievement
 BS – Behaviour Support
 OT – Occupational Therapy
 Fordways – Pupil Referral Unit
 CAMHS – Child and Adult Mental Health Service

GOS – Great Ormond Street
LB – Linden Bridge
EGH – Epsom General Hospital
J4Y – Jigsaw for you
SCS – Surrey Children's Services
A2E – Access to Education
0-19 Team – Health Visitor, School Nurse
YC – Young Carers
Early Years SEND Advisors

Education, Health and Care Plans and Discretionary Funding

In a very few cases, if a pupil continues to demonstrate significant cause for concern, despite interventions at School through the graduated response of School Targeted and School Specialist SEN Support, they may require an EHCP needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

A request may be made to the LA for an EHCP assessment and this will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to EHCP Assessment. Where a request is made the school will provide written evidence to the LA detailing:

- One Page Profile
- SEND Support Arrangements Document
- Evidence of progress reviewed against outcomes
- At least two costed provision maps
- Supporting Information and evidence of specialist involvement
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- Attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, EWO or G.P.

All EHCPs will be reviewed annually with the review taking place in school. The parents/carers, the pupil and involved professionals will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made to the EHCP. Pupils attend their review meetings and, with support, give a presentation of their learning and the progress they have made against targets. The Deputy Head with responsibility for Inclusion/EYFS and Phase 1 SENCo, class teachers and TA's will then discuss the outcome of the in-school review and inform the LA Case Officer. At the Annual Review in Year 1 and Year 5 the aim should be to give clear recommendations as to the type of provision required at the next key stage.

For a child in Nursery requiring a high level of additional support beyond the school core offer and has at least 2 outside agencies involved, an application for Discretionary Funding may be made by the school to the local authority in order to provide the additional support the child needs to access the mainstream Nursery provision effectively. This funding will be approved by the local authority for up to 2 terms at a time and the EYFS & Phase 1 SENCo will work with Nursery staff and parents to ensure the funding supports meeting the additional needs of the child.

Assessment, Plan, Do and Review

Our approach to SEND support follows a four part cycle; Assess, Plan, Do, Review.

Assess

In identifying a child as needing SEN support the class teacher, working with the Deputy Head with responsibility for Inclusion or EYFS & KS1 SENCo, carries out a clear analysis of the pupil's needs. This assessment is reviewed termly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be notified. The teacher and the Deputy Head with responsibility for Inclusion or EYFS & KS1 SENCo 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. For those identified as needing School Specialist Support an Individual Support Plan will be written and shared with parents. A One Page Profile will also be written for these pupils with input from staff, parents and the children themselves.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group, or one-to-one teaching, away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly at pupil progress meetings. Where a pupil has an Individual Support Plan, these are reviewed termly with parents. Where a pupil has an Education, Health and care Plan, an annual review will also be held.

English as an Additional Language

Children whose first language is not English are considered within the context of their home, culture and community. Lack of competence in English is not to be equated with a learning difficulty. However, for children who make slow progress it is not assumed that language status is the only reason. If a class teacher has concerns they work with the Deputy Head with responsibility for Inclusion/EYFS & KS1 SENCo and the EAL Co-ordinator, who may also arrange for a dual language assessor to come into school.

Curriculum

The National Curriculum (September 2014) states that 'teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist services, equipment and different approaches.

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty are identified and addressed.

Local Offer

As part of the National Special Educational Needs Reform local authorities are required to publish a 'local offer' which is intended to provide information about provision available to children with special educational needs and/or disabilities in the local area. A link to Surrey's local offer can be found on the school website.

SEND Information Report

Our SEND Information Report outlines key information about our SEND policy and procedure, and following governor ratification, is published annually on the school website.

Access to the Full Life of the School

Club registers are monitored by the Deputy Head with responsibility for Inclusion, to ensure that all groups of children are included, with many SEND children representing the school in sporting teams. SEND children take an active role in class assemblies and whole school productions, and have equal access to school trips. If a child has specific behavioural, social or emotional difficulties an extra member of staff might accompany the group, with specific responsibility for that child.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues then the Deputy Head with responsibility for Inclusion and/or the EYFS & Phase 1 SENCo will meet with the parents to discuss the concern. If the issue is not resolved to the parent's satisfaction the Head of School, Deputy Head with responsibility for Inclusion, EYFS & Phase 1 SENCo, class teacher and parents will meet to discuss the matter further.

If the Head of School is unable to resolve the difficulty the parents' concerns should be put in writing to the governor for Inclusion. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The school will also make provision to inform parents about the Parent Partnerships helpline and how to make representations to the Local Authority.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training, accessing government and receiving regular updates from the Head and Deputy Head for Inclusion.

The Head of School, Deputy Head with responsibility for Inclusion and EYFS and Phase 1 SENCo will keep fully up to date about special educational needs and disabilities issues through attendance at training and meetings. In addition, the Deputy Head with responsibility for Inclusion and EYFS & Phase 1 SENCo will develop their skills through attendance at specialist training discussions with outside specialists, reading and through Deputy Head with responsibility for Inclusion's subscription to NASEN. Other teaching staff will be kept up to date informally by the Deputy Head for Inclusion and formally at staff and curriculum meetings, and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attendance at INSET, courses and through TA meetings.

The provision for staff training is reviewed annually and is linked to the School Improvement Plan. During appraisal meetings, all members of staff have the opportunity to identify professional development needs. The Deputy Head with responsibility for Inclusion arranges input at curriculum meetings and INSET days, in accordance with the SIP.

Transition

The Deputy Head with responsibility for Inclusion meets with staff from local secondary schools at transition and the SEN file is passed to receiver schools. Year 6 SEN children who are transferring to Blenheim High School usually make a special visit to meet the SEND staff in the summer term. The Deputy Head with responsibility for Inclusion will also work closely with other secondary schools at transition including Epsom & Ewell High School, Glyn and Rosebery.

The EYFS & Phase 1 SENCo meets with feeder Nursery's when a child is highlighted as having additional needs prior to starting at Epsom Primary and Nursery School. The EYFS & Phase 1 SENCo and new class teacher will go to visit the child in their current setting and gather as much information on the child's needs as possible prior to the start date to ensure appropriate provision can be put in place straight away.

For Nursery children who are transferring to other local Primary Schools, the EYFS & Phase 1 SENCo will meet with staff and the SEND file will be passed to the receiver school.

Parents

At Epsom Primary and Nursery School we value greatly the role parents play in their child's learning and the impact of parent involvement on pupil progress. When working in partnership with parents. We endeavour to understand the pressures they may be under because of the special educational needs of their child.

We aim to:

- recognise the personal and emotional investment of parents and be aware of their feelings
- focus on the child's strengths as well as areas of additional need
- ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed prior to meetings
- respect the validity of differing perspectives and seek constructive ways of recording different viewpoints
- respect the differing needs parents themselves may have, such as disability or communication barriers
- recognise the need for flexibility in the timing and structure of meetings

Our Safeguarding, Behaviour and Attendance Lead works closely with parents, supporting them by meeting with them at home or school. Parents can make contact with staff either informally in the playground, or by requesting a meeting. Parents are notified early of any concerns about their children. Some children, especially those with an EHCP or with behavioural difficulties have home school contact books.

Parents of pupils with an EHCP and those on the SEND register at school targeted support and school specialist support are kept informed of their child's progress through termly review meetings with the Class Teacher. The Deputy Head with responsibility for Inclusion/EYFS & Phase 1 SENCo and/or Teaching Assistant may attend when necessary.

In the case of an Annual Review for a child with an EHCP, all professionals who work with them are invited to submit information and attend the meeting, along with parents, the child and a representative from the Local Authority. Minutes of these meetings are kept and these include parental views.

Parents are invited to contribute with information for the pupil's One Page Profile, which forms part of their Individual Support Plan, if they are on the SEN register at School Specialist Support level.

If the school is working with other professionals, such as the Educational Psychologist or a Speech and Language Therapist, other meetings with parents may be scheduled. These could be for the collecting of additional information or for the feeding back of findings.

Parents are very welcome to contact the Deputy Head with responsibility for Inclusion and/or the EYFS & Phase 1 SENCo to arrange a less formal meeting should they feel it necessary. An appointment or telephone call can usually be arranged at relatively short notice.

We respect the differing needs of parents such as disability, communication or language barriers. For example we will try to find a translator for parents whose first language is not English.

The Deputy Head with responsibility for Inclusion and EYFS & Phase 1 SENCo are available at parent consultation sessions for parents to pre-arrange appointments.

Review

The policy is subject to an annual cycle of monitoring, evaluation and review by the SEND governor. The Inclusion Leader, School Leadership Team and Governing body evaluate the effectiveness of the policy against the principles and objectives set out in the policy. The numbers of children placed on the SEND register, and their need and level of need is evaluated and adjusted as necessary each term. The effect of the provision map is evaluated each term through analysis of assessment data and is adjusted accordingly.



Epsom Primary and Nursery School Individual Support Plan

	What I am good at ...
	What is important to me ...
What I find difficult ...	Who helps me?
What strategies help me?	What doesn't help me?
What I need from my classroom is ...	
What I want for my future ...	

Name		DoB		Year group	
SEN Stage		Class teacher		Class	
Summary of Need					

Outcomes for the end of the Key Stage

1. By the end of Year R/2/6 I would like to ...
so that I can ...
2. By the end of Year R/2/6 I would like to ...
so that I can ...
3. By the end of Year R/2/6 I would like to ...
so that I can ...
4. By the end of Year R/2/6 I would like to ...
so that I can ...

Autumn term 2019

Skills Targets		Provision to help achieve this	Impact of the provision
1	I will be able to ...		
2	I will be able to ...		
3	I will be able to ...		
4	I will be able to ...		

Spring term 2020

Targets		Provision to help achieve this	Impact of the provision
1	I will be able to ...		
2	I will be able to ...		
3	I will be able to ...		
4	I will be able to ...		

Summer term 2020

Targets		Provision to help achieve this	Impact of the provision
1	I will be able to ...		
2	I will be able to ...		
3	I will be able to ...		
4	I will be able to ...		



Epsom Primary and Nursery School SEND Support Arrangements

Name:

*To be used in conjunction with the SEND Support Arrangements Guidance for
Education settings*

Pupil Name:

SEND Policy Sept 19

's Surrey SEND Support Arrangements

One Page Profile

[Empty rounded rectangular box]

What is important to me.

What people like about me and what I like about myself

How best to support me.

Date Completed

Completed by

Pupil Name:

SEND Policy Sept 19

SECTION 2 -'s SEND Support Arrangements

Version: 3
Draft or Final: Draft

	Date
Original SEND Support Plan:	
Amendment 1:	
Amendment 2:	
Amendment 3:	

Contents	Pages
Section 1 One Page Profile	
Section 2 SEN Support Arrangements	
Section 3 's story	
Section 4 's special educational needs and other needs	
Section 5 SEN Support Arrangements	
Section 6 Progress data	
Section 7 Resources	
Section 8 Log of external practitioners involvement	
Section 9 Supporting Information	

Who else has been included in writing this plan?

Pupil Name:

Further details

Family name:		First name:	
Known as:			
Date of birth:		Gender:	
NHS/NI/ICS/other registration numbers:			
Parent/carer names:			
Who has parental responsibility:			
LAC status:			
Siblings:			
Contact address for child or young person:			
Contact addresses for parent/carers:			
Telephone:		Mobile:	
Email:			
SEND Case Worker Name and Email			
Year group:		Placed out of year?:	
Ethnicity:		First language:	
Language used at home:		Religion:	
Main communication method:			
Language interpretation support needed:			
GP Name and contact details:			
Current consultant(s) details:			
Other practitioners who are/have been involved (Name, email, telephone):			
Times that are difficult for me or family to attend appointments:			
Barriers that might make it more difficult for me or family to attend appointments:			
Other relevant plans:			
Other useful information:			

Pupil Name:

School Details

School Name:		School Contact Name:	
Address:		Postcode	
Email (if any):			

Pupil Name:

SEND Policy Sept 19

SECTION 3 – 's story

's story – play, health, schooling, independence, friends and relationships, further education, future plans.

's family's story

More information on how to support 's and his family

's aspirations

's family's aspirations for him

How and his family have taken part in this plan

-

SECTION 4 – 's special educational needs and other needs

Summary of key strengths and areas of need

More detailed information:

Communication and Interaction

Strengths and achievements:

Special Educational Needs:

-

Cognition and Learning:

Pupil Name:

<p>Strengths and achievements:</p> <p>Special Educational Needs:</p> <ul style="list-style-type: none"> •
<p><u>Social, Emotional and Mental Health:</u></p> <p>Strengths and achievements:</p> <p>Special Educational Needs:</p> <ul style="list-style-type: none"> •
<p><u>Sensory and Physical:</u></p> <p>Strengths and achievements:</p> <p>Special Educational Needs:</p> <ul style="list-style-type: none"> •

<p>Summary of other needs</p> <p><i>Prompt questions:</i></p> <ol style="list-style-type: none"> 1. <i>Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.</i> 2. <i>Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?</i> 3. <i>Is there any support you feel would help you as a parent/carer in supporting your child/family?</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%; padding: 2px;">Early Help Assessment Considered but not necessary</td> <td style="padding: 2px;">Date of Decision:</td> </tr> <tr> <td style="width: 60%; padding: 2px;">Early Help Assessment Completed</td> <td style="padding: 2px;">Date of Decision:</td> </tr> </table> <p><i>NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.</i></p>	Early Help Assessment Considered but not necessary	Date of Decision:	Early Help Assessment Completed	Date of Decision:
Early Help Assessment Considered but not necessary	Date of Decision:			
Early Help Assessment Completed	Date of Decision:			

Pupil Name:

SECTION 5 – SEN Support Arrangements Plan

Start date: September 2015

Pupil name: Plan number: Previous ISPs are attached in this section

Pupil Name:

SEND Policy Sept 19

SECTION 6 – 's Progress DataData attached *(please state below)*

Progress tracker (to include EYFS/National Curriculum levels)	Yes / No
Standardised assessments	Yes / No
Other, please specify:	Yes / No

SECTION 7 – Resources

	Date	Attached (YES/NO)
Costed provision map 1		Yes / No
Costed provision map 2		Yes / No

OR

	Date	Attached (YES/NO)
Schedule 2 IPA		Yes / No

OR

	Date of receipt	Costed provision map attached (YES/NO)
Early Years Inclusion Grant		Yes / No
Discretionary funding		Yes / No

Confidential

Version: [Version] Date : [Date]

SECTION 8 - Log of external practitioner's involvement

Team/service and name	Date of involvement	Report in supporting information B (Yes/ no)

SECTION 9 - Supporting information

Please enter any supporting information below