

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Folly Hill Infant School is an inclusive Mainstream school.

Our vision for our children at Folly Hill School is to provide a nurturing environment in which all children can experience the joy of learning so that they become confident, lifelong learners and responsible citizens.

At Folly Hill we believe that children's learning should be vivid and real, exciting and enjoyable, presented in such a way that all can participate in learning. We aim for the curriculum to be broad and balanced, giving the children first hand experiences and encouraging independence and creativity.

Our curriculum is everything that happens in school and reflects the schools aims and values and hence everything that happens in school or through school is part of our curriculum. It goes beyond the statutory national curriculum and we provide a nurturing environment in which all children can experience the joy of learning so that they become lifelong learners and responsible citizens. Children with SEND are offered the same opportunities as the rest of the school population, staff will mediate where necessary to ensure accessibility needs are met. Every day at Folly Hill school, children are given support in order to access their learning needs, levels of support vary according to need but all tasks can be and are differentiated as required.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Charlie Farr(info@folly-hill.surrey.sch.uk) tel:01252 716121

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND and additional needs up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Take advice from outside agencies and be consistent with practice
- Work with parents, staff and child to plan, do and review support strategies
- Maintain Surrey SEND Support Arrangements

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyspraxia, processing difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attention, deficit, disorder (ADD)

5.2 Identifying pupils with SEN and assessing their needs

Children are assessed on entry and transition discussions with previous settings occur in order to build a picture about the child. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This may include referring to outside agencies and practitioners for advice and information.

5.3 Consulting and involving pupils and parents

We have an open-door policy where parents and carers are invited to come in and speak to the class teacher or SENCO should they have concerns about the overall progress of their child. The school also has a regular reporting cycle where parents are informed of progress. When discussing a child's additional needs with parents/ carers conversations will ensure that:

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

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

We will notify parents should it be decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views where appropriate
- Advice from external support services, if relevant
- Children may start off on an Individual Support Plan in order to monitor progress before being put onto Surrey SEND Support Arrangements.

- Parents/carers will be invited to reviews which will form part of the discussions around progress and target setting. These appointments will usually take the place of a Parent's Evening appointment as more time is required.

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. School will pass on all SEND records to the next setting, no records will be retained under GDPR policy. All SEND records should be retained in the child's current setting. Children with SEND often require additional support during transition, in our case this may take the form of extra visits, visits outside school hours, current teacher visiting with the pupil, photo books and social stories will all be used as appropriate. Schools also provide their own induction sessions in addition to this.

5.6 Our approach to teaching pupils with SEND

Class teachers are responsible for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to all pupils including those who are identified as having SEND. This will be differentiated for individual pupils according to need

We currently provide the following interventions as required:

Early Literacy Support

Precision Phonics

Precision Teaching

Handwriting Toolkit

Occupational Therapy Activities (5-minute box)

Wellbeing Group (Social and Emotional Support)

Maths Booster Groups

Jump Ahead

Developing Early Writing

Developing Phonological Awareness

Pre-learning

Play Therapy

5.7 Adaptations to the curriculum and learning environment

Currently we make the following adaptations to ensure all pupils' needs are met:

- Our graduated approach to SEND means that staff differentiate approaches and resources in order to support access to the curriculum.
- Adaptions have been made to the physical building to support those with disabilities including ramps, disabled toilets and spaces to store equipment.
- Children who need 1-1 support for some tasks have this timetabled into their school day, We host a range of interventions in both small groups and at 1-1 level to support our learners. This is outlined on our school provision map, which is reviewed and adapted regularly
- Children are able to make use of recommended aids, such as, coloured overlays, visual timetables, communication boards etc
- Teaching is differentiated, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Work stations can be provided in order to lessen the impact of a busy classroom on a learner with sensory or social communication issues.

5.8 Additional support for learning

We have members of staff within the school who have been trained in areas such as Autism, Speech, Language and Communication needs, Teachh, Precision Teaching, Colourful Semantics and a variety of other areas. We aim to ensure all staff working with a child who has SEND possess a working knowledge of their needs. Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. This academic year the school has worked with Speech and Language therapy, Specialist Teachers for Inclusive Practise, Freemantles Outreach, Educational Psychology Service, Physical and Sensory Support. CAMHs, Behaviour Support and MAPPA

The SENCO is allocated one day a week to manage SEND provision.

5.10 Securing equipment and facilities

The school has a range of equipment for use with children with SEND, for example wheely boards, coloured overlays, pencil grips, CLICKr, Symwriter 2, body bags etc. New equipment would come from the SEND budget as appropriate and if available.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Staff and SENCO review the impact of interventions half termly. Interventions which are unsuccessful will not be offered.
- Talking to pupils, parents, carers and school staff.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

- Reviewing provision regularly leads to planning and implementing staff training as required.
- Learning walks
- SLT review provision annually and factor in the needs of the current cohort in order to establish appropriate interventions and training requirements.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The Accessibility Policy is available on the school website.

5.13 Support for improving emotional and social development

We have a zero- tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PHSE programme also looks to develop emotional and social needs. We aim to build strong relationships between the children and the staff within their classrooms so that all children have someone to talk to. Our school has an open -door policy, where children are welcome to come and talk to the head teacher /SENCO or any member of staff if they feel the need to. All pupils including those with SEND are encouraged to be part of the school council.

5.14 Working with other agencies

At Folly Hill Infant School, we pride ourselves on our commitment to the overall development of the whole child. At times, this means it is necessary to work with external agencies to provide the best level of support and care. We hold meetings where professionals from outside the school eg CAMHs, Children's Social Care or Home School Link Worker are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In some cases, parents and children will be consulted and consent is always sought so that agencies are able to work in supporting the overall development of the young person. We have a particular duty in ensuring that any Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment.

5.15 Complaints about SEND provision

The SENCO at the school is Mrs Charlie Farr contactable via 01252 716121 and info@follyhill.surrey.sch.uk

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution of the issue. A copy of the school's complaints procedure can be found on the school website www.follyhill.surrey.sch.uk. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and the school cannot be reached then parents will be advised to seek external support through Surrey County Council.

5.16 Contact details of support services for parents of pupils with SEND

Details of support services and information for parents of pupils with SEND can be found on the Surrey Local Offer website, the link to which is included below.

5.17 Contact details for raising concerns

Mrs A Stone Head Teacher 01252 716121

Mrs Charlie Farr SENCO 01252 716121

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>