

Stepgates Community School



Special Educational Needs & Disabilities (SEND) Policy

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Mission Statement

At Stepgates Community School everyone has the opportunity to learn and grow together, as independent, enthusiastic and confident learners in an inclusive, creative, safe and healthy environment.

This policy is based on our Mission Statement and Aims for our school.

ETHOS STATEMENT

Stepgates School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. We believe that every teacher is a teacher of every child, including those with SEN and Disabilities.

The school has an on-site Specialist Low COIN Centre, for children with Speech, Language and Communication and Interaction needs. Reference should be made to the SLCN and Inclusion & Integration Policies.

If children are disabled, Stepgates will comply with its duties under the Equality Act 2010 (p 5).

AIMS OF THIS POLICY

To ensure:

- Compliance with the Department for Education and Skills: Special Educational Needs Code of Practice. (SEND 0-25, 2014)
- All children have access to a broad and balanced curriculum, differentiated as appropriate to meet their individual needs.
- All children have opportunities to meet personal standards of excellence.
- All children are given equality of opportunity to participate fully in school activities
- Maximum opportunities for effective inclusion throughout the school to develop children's independence, as appropriate to their level of need
- Close and effective partnership between parents, school and outside agencies
- Children's views are valued and listened to
- Early identification of special needs
- Overcoming of barriers to learning and achievement
- Effective assessment and monitoring of Special Educational Needs
- A relevant graduated response to educational needs
- Appropriate provision for children with SEND

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
- SEND Code of Practice 0 -25, 2014
- Equality Act 2010; advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014) (See 14 questions which follows the model devised by the SE7 Pathfinder)
- 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
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Teachers Standards 2012

ADMISSION ARRANGEMENTS

- Children with SEND are welcomed at Stepgates Community School. The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties, and where the constraints of the building allow, physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need.
- Prior to admission, it is the school's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment.
- Access arrangements for exams and assessments will be made where appropriate. The class teacher and SENDCo will be responsible for meeting individual needs as necessary.
- We organise and carry out transition arrangements between classes, key stages to other schools.
- We consult the school's policy on managing the medical conditions of pupils.

OUR AIMS AND OBJECTIVES

Aims:

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

- We expect all children with SEND will meet or exceed the high expectations set for them based on their age and starting point.

- We will use our best endeavours to give children with SEND the support they need.
- For all children to be involved in the target setting process, through discussion with parents, ambitious educational and wider outcomes will be set for your child.
- We want all children 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.

Objectives:

At Stepgates Community School, we have a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre.

Our objectives are to:

- Develop effective whole school provision management of universal targeted and specialist support for pupils with special educational needs and disabilities;
- Deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014;
- Continue open lines of communication between staff and professionals to ensure effective communication, and where appropriate, co-production of policies and practice, relating to pupils with SEND and disabilities.

Relationship to other documents & policies

This policy has been written in conjunction with other policies:

- Child Protection and Safeguarding Policy
- Equalities Policy
- Equalities Scheme
- Accessibility Plan
- Behaviour Management Policy
- Policy Against Bullying
- Inclusion Policy
- Curriculum Policy
- Learning and Teaching Policy
- Early Years Policy
- Assessment Policy
- Children with Medical Needs Policy
- Intimate care & toileting Policy
- Health, Safety & Welfare Policy

DEFINITION OF SEND

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means education or training provision that is additional to, or different from, the provision that is made general for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

KEY ROLES IN RELATION TO SEND

The SENDCo has day-to-day responsibility for the operation of the SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans (EHCPs) or Statement of SEN. Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEND and disabilities.

SENDCo: Diana Muller

Contact details: mrsnuller@stepgates.surrey.sch.uk

SLT Member: Champion/Advocate - Mrs Tara Ford, Head teacher

Mrs Libby Payn - Inclusion Leader mrsnuller@stepgates.surrey.sch.uk

SEND Governor: Mrs Eddy Isaac

Designated member of staff with specific Safeguarding responsibility: Mrs Tara Ford, Mrs Deana O'Mara, Mrs Laura Conn, Mrs Jodie Brough

Managing PP/LAC funding: Mrs Tara Ford, Head teacher

Managing the school's responsibility for meeting the medical needs of pupils: Mrs Libby Payn, Inclusion Leader

INTRODUCTION

How the policy was put together?

The policy was created in partnership with the SEND reference group which includes the Head Teacher, Governors (including the Chair of Governors and SEND Governor), Head of SLCN centre, parents, teachers, LSA's, SENDCo and children in Key Stage 2. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of practice 0 -25 years. (July 2014).

How can parents access this policy?

This policy will be made available on:

- The School Website under School Information, Policies.
- A hard copy is available on request from the school office.

IDENTIFICATION OF SEND NEEDS

There are 4 broad areas of needs: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and or physical needs. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not just their primary need. Support given should be based on the full understanding of the child's particular strengths and needs and seek to address them, using well evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software provided.

1. Communication and interaction

Children and young people with speech, language and communication and interaction needs (COIN) 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 COIN needs 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 experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. 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 (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,
- 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.

3. Social, emotional and mental health

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 Hyperactivity Disorder (ADHD) or attachment disorder.

At Stepgates Community School we have clear processes to support children and young people, including how we manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.

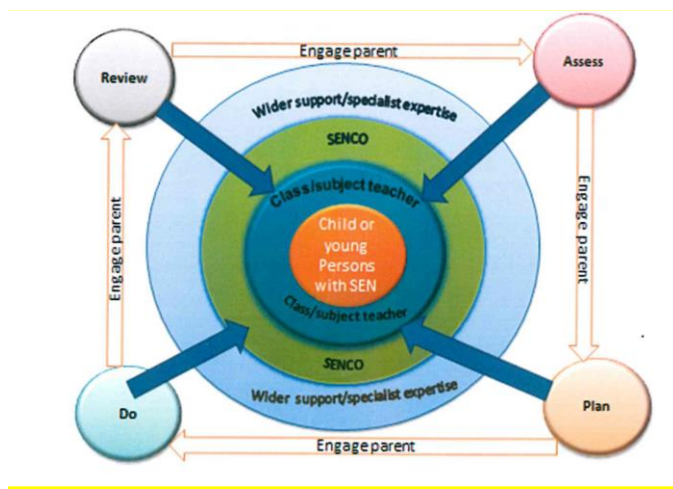
4. Sensory and/or physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children 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 with a physical disability (PD), require additional on-going support and equipment to access all the opportunities available to their peers.

At Stepgates Community School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A GRADUATED APPROACH TO SEND SUPPORT



At Stepgates School we have high expectations for all our children. All children will experience good quality, personalised teaching. The class teacher meets the different needs of the children with a range of differentiated tasks and personalised teaching. This is the first step in

responding to children who may have SEND. This is referred to as **School SEND Support**. Parents are engaged with class teachers continually and consistently. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff (Early Support).

→ **Specialist SEND Support** (6 -13 hrs provision) Children who require between 6 and 13 hours support per week will have an Individual Support Plan (ISP) or a Surrey SEND Support Arrangement Plan in which the child, parents, class teachers and the SENDCo will be involved.

Children who are receiving SEND provision are placed on our SEND register. This is updated termly with the class teacher and SENDCo. If a child no longer needs the extra provision, which is additional to School SEND Support, they will be removed from the SEND register and their progress will be carefully monitored. Parents will be informed of this step.

Where children have higher levels of need, Stepgates has strong links with support services and works in partnership with other specialist professionals and agencies to assess and advise the class teachers and SENDCo. Permission is always obtained from parents before any consultations and parents are invited to feedback meetings. Some of the specialist professionals and agencies include our Educational Psychologist (EP) Learning and Language Support, Behaviour Support, CAMHS, PSS, REMA and therapies such as Speech and Language, Occupational Therapy and Physiotherapy.

Children whose needs cannot be met with 6 - 13 hours provision will be referred to the LA and it will be decided by meeting with the child, parents, school team and assessing the evidence gathered in the Support Arrangements Plan whether they require a Statutory Assessment.

→ **Statutory Assessment** -

Education, Health & Care Plan (EHCP) (+13 hrs) Children who have an EHCP are also placed on our SEND Register. Their needs will be met as outlined in their EHCP.

How does Stepgates Community School decide whether to make special educational provision?

Transition from pre-school: some children will enter Reception with previously identified strengths and difficulties and may have an EHCP in place. Other children will be identified through information from pre-school settings, parents and on-entry Baseline Assessments.

Children entering school in other year groups should start with clearly identified strengths and difficulties, from which appropriate provision can be planned.

As children move through school, on-going assessment may identify particular difficulties for a child. This will include:

- Accurate formative assessment (assessment at regular intervals of a child's progress with accompanying feedback in order to help to improve the child's performance);
- Internal staff moderation of progress;
- Specific assessments such as Reading or Maths;
- Tracking grids and half termly pupil progress meetings.

These needs will be discussed with parent and child and will be addressed through a graduated programme of support and intervention which is detailed on Support Arrangements Plan.

How does Stepgates Community School support children with SEND?

We will follow the cycle of Assess, Plan, Do and Review as shown in the diagram.



Assess:

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the child's needs.

We will ensure that we regularly assess all of the child's needs so that each child's progress and development is carefully tracked and compared to 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 professions e.g. EP, PSS and from health and social services where appropriate.

Plan: Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should 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. Targets for the pupil will be shared with her/him 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 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 or support teacher, they should still retain responsibility for the child. They should 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. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the child. A written evaluation will be shared with parents termly, usually at Parent-Teacher Consultation meetings. This will inform the planning of next

steps for a further period or where successful the removal of the pupil from SEND support. For children with an EHCP the school and LA must review the plan at least annually.

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

Stepgates Community School believe in a strong partnership between home and school and strive to involve parents at every stage in their child's education. All parents are expected to meet termly with their child's class teacher. Where a child has identified special needs the parent/carers will be involved in meeting with the class teacher at least termly to set objectives and review and discuss the progress made by their child. The child will be involved in the most appropriate way for their age and stage of development, and targets will be written in child friendly language.

Children will be invited to meetings and can be involved by sending out invitations to 'My Review Meeting'. PowerPoints and photographs will help involve the child and give the parents a greater insight into the child's time at school and his/her perception of it.

SEND PROVISION – WHAT DOES THE ADDITIONAL SUPPORT MEAN?

SEND provision can take different forms; these can include:

- A specialist learning programme for the child;
- Extra support from a teacher or LSA, either 1:1 or in a small group;
- Making differentiated resources and using specialist equipment;
- Supporting the child to take part in the whole class activities;
- Ensuring understanding by asking questions such as 'What do you understand you need to do?'
- Supporting other children to learn alongside a child, or play with them at break time;
- Supporting a child with physical care difficulties, such as eating, moving around school safely, toileting or dressing;
- Observing the child in class or in different situations and keeping records;
- Support to prevent bullying. Stepgates has a no-tolerance stance towards bullying. We do however, recognise that children with SEND needs can be very vulnerable and will be particularly vigilant regarding the needs of these children;
- Use of strategies such as social stories, comic strip scenarios and photographs to help children understand situations and talk through incidents.
- Empowering each child and enabling him/her to become an independent learner

Safety for all children will be carefully considered and appropriate support will be provided.

If we cannot meet the needs of pupils from school's resources we will request additional funding from the Local Authority and/or an assessment for an EHCP (refer to Surrey Local Offer - <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>).

ROLES AND RESPONSIBILITIES - MANAGING THE NEEDS OF THE CHILDREN ON THE SEND REGISTER

Class teachers will:

- provide differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND;
- be accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- monitor the progress and outcomes for all pupils e.g. pupil tracking system and half termly pupil progress meetings;
- attend INSET and training to develop their understanding and repertoire of strategies to identify and support vulnerable pupils and increase their knowledge of the SEND most frequently encountered;
- ensure the safety of the children whilst at school;
- work together with the SENDCo to provide information of any interventions and additional support. This will be entered on the Provision Map & SEND Register.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for meeting the SEND needs of mainstream children as follows:

- Ensuring all staff are aware of this policy and their responsibilities in regards to SEND;
- Liaising with and advising teacher colleagues;
- Co-ordinating provision for children with SEND;
- Maintaining a list of children with SEND at different levels on the Code of Practice;
- Overseeing the writing, distribution and review of Individual Support plan (see Appendix A);
- Writing and maintaining Care Plans where appropriate for children with Medical Needs
- Overseeing the records of all children with SEND (along with class/support teacher);
- Contributing to training of staff;
- Liaising with outside agencies;
- Liaising with the COIN Centre regarding mainstream reverse integration;
- Preparing statutory paperwork for referrals, Annual Reviews etc;
- Any other duties associated with ensuring children's specific needs are being met.

The Head of the Specialist Speech, Language and Communication Needs Centre is responsible for meeting the SEND needs of children within the centre, as above.

Special Needs Support Staff will:

- Provide support for individual children, or groups of children, under the direction of the class teacher and SENDCo;
- Attend INSET and training to develop their understanding and repertoire of strategies to identify and support vulnerable pupils and increase their knowledge of the SEND most frequently encountered;
- Ensure the safety of all children.

The Governing Body:

The Head teacher and the SENDCo are responsible for monitoring the implementation of the policy throughout the school. The Governing Body have the ultimate responsibility for monitoring the policy and the implementation of it. There is a Governor assigned to oversee provision for SEND across the school.

SUPPORTING PARENTS/CARERS AND YOUNG PEOPLE

Support for our parents and children is provided in many forms. Information can be obtained from the following:

- The SEND information report available on the school website www.stepgateschool.co.uk under SEND Information or from the school office.
- SCC's Local Offer which includes other agencies who provide a service
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Our school's admission arrangements are available in the Admissions Policy on the school website www.stepgateschool.co.uk under School Information, Policies, or from the school office.
- Surrey Information Service <http://new.surreycc.gov.uk/people-and-community/family-information-service>
- Home School Link Worker
- Surrey County Council Case Officers

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

Reference should be made to DfE guidance December 2015 and the school's Children with Medical Needs Policy.

Stepgates recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Where appropriate, children will have Individual Healthcare Plans, access to changing and toilet facilities. Staff will be trained to meet individual medical needs.

An accessible changing area is available on the ground floor, near to the reception area. Note that the school has a few facilities on the first floor accessed by stairs. (Please refer to the school's Accessibility Plan).

All classrooms in EYFS as well as year 1, have access to the outside learning area via a slope with handrails at two heights.

Some children with medical conditions may have special educational needs and an EHCP which brings together health and social care needs, as well as their special educational provision. For children with SEND this guidance should be read in conjunction with the SEND code of practice.

Surrey's Access to Education (Medical) helen.larner@surreycc.gov.uk

MONITORING AND EVALUATION OF SEND

Children on SEND provision have a Surrey SEND Support Arrangements Plan which is reviewed and evaluated termly.

In 2017 all Children with Statements of SEN were transferred to EHCPs. All children with SEND will have an Individual Support Plan or a Surrey SEND Support Arrangement Plan. These are set up in meetings together with the parents, child, teacher and SENDCo.

As discussed in the Assess, Plan, Do, Review section we regularly monitor and evaluate the quality of provision we offer our children and this informs future developments and improvements.

We carefully monitor behaviour, incidents and bullying, within the school and on the playground.

Monitoring and evaluation of SEND includes the following aspects:

- Regular visits and discussion with the SEND governor;
- Monitoring and review of SEND funding by HT and Governors.
- Regular review through Full Governing Body Meetings;
- School self-evaluation;
- SDP priorities;
- Questionnaires and surveys of parents/carers;
- Questionnaires and feedback from pupils;
- Any external audits by Surrey e.g. SEND monitoring visits by Babcock4S and OFSTED inspections;
- Developing best practice e.g. moderation of pupil progress through SENDCo networks and local partnerships.

TRAINING AND DEVELOPMENT

Stepsgates ensures that all staff are kept up to date with developments in teaching and provision to meet the needs of pupils with SEND.

- Training needs of staff are identified and planned for through discussion with staff members and careful analysis of individual needs of children.

- INSET and training for staff are delivered by staff members at Stepgates such as the Speech and Language Therapists and SENDCo and outside specialists such as Surrey specialist teachers, Educational Psychologists, health professionals and Strictly Education 4S consultations.
- New staff are inducted by the SLT and SENDCo in relation to SEND policy and practice.
- The SENDCo's own professional development includes attendance at SENDCo networks, courses, conferences and specialist knowledge and experience.
- Stepgates is a member of NASEN which is professional body providing SEND information.

STORING AND MANAGING INFORMATION

All information in school is securely managed on the school's own data system. All staff are aware of the need for confidentiality, Data protection & Fair Processing Notices.

Children's files and SEND information are kept in secure files. When children leave Stepgates Community School any information is passed on to new schools. Any information not relevant to be passed on is shredded once the child leaves the school.

COMMENTS, COMPLIMENTS AND COMPLAINTS

We are always open to discuss comments, compliments and complaints. Parents are encouraged to contact class teachers directly in this regard. The Head Teacher, Home Link Worker, Head of Centre and SENDCo are available to meet with parents/carers; it might be necessary to make an appointment with our office to ensure availability. Children with an EHCP will have a SCC Case Officer and parents are encouraged to contact them directly if they wish to discuss wider concerns. Parents may also contact LA services e.g. Educational Psychologist, if they wish.

REVIEW:

In line with all school policies the SEND policy will be kept under regular review by the SENDCo and will be reviewed annually.

Next review: September 2024

APPENDICES:

Appendix A: List of Acronyms and phrases relating to SEND.

Appendix B: Example of Individual Support Plan (ISP) and Support Arrangements Plan (SAP)

Appendix C: Example of SEND Register parents

Appendix D: Record of Telephone Conversation and/or meeting with parents

Appendix A: List of Acronyms and phrases relating to SEND

ADHD: Attention Deficit and Hyperactivity Disorder

AEN: Additional Educational Needs (formally School Action and School Action Plus)

Annual Review: A review of an Education, Health and Care Plan (formally a Statement of Special Education Needs) which an Education Authority must undertake at least every 12 months.

BS: Behaviour Support - Specialist teacher who can assess and support children with emotional, social and mental health

CAMHS: Child and Adolescent Mental Health Services - they offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties

COIN: Communication and interaction needs

CP: Cerebral Palsy

CPLO: Child Protection Lead Officer - the teacher with the responsibility for overseeing safeguarding of children within the school.

DfE: Department for Education

Disagreement Resolution: Arrangements to help prevent or resolve disagreements between parents whose children have special educational needs and a local education authority or school

Early Years Settings: All pre-school education provision such as nursery classes and schools, day nurseries and play groups.

Education, Health and Care Plan: Formerly Statement of Special Education Needs - a legal document that sets out a child's needs and the specific help he/she must receive.

EP: Educational Psychologist - a professional who provides help in assessing a child's special educational needs and provides advice to schools and parents

EHA: Early Help Assessment - support network for vulnerable families where all involved agencies meet together to share support (replaces CAF - Common Assessment Framework)

ESCD: Emotional, social and communication difficulties

HI: Hearing Impairment

HLTA: Higher Level Teaching Assistant - a TA who has undertaken specific extra training and can prepare, teach and mark specific lessons

IPS: Independent Parental Supporter - someone who can give support to parents

ISP: Individual Support Plan. A document that sets targets for a child to achieve. The plan should include monitoring arrangements, specialists involved and materials/ equipment to be used, specific details about the help which will be given, success criteria, teaching strategies, the child's short-term targets.

LAC:	Looked After Child - a child in care or being looked after by the state
LD:	Learning difficulties
LSA:	Learning support assistant
LLS:	Learning and Literacy Support
MED:	Medical needs
Named LA officer:	An officer of the local authority who will deal with your child's case and who will talk to you if you have any queries or concerns
National Curriculum:	What the Government has decided that all children in mainstream schools will be taught.
ODD:	Oppositional Defiant Disorder
OFSTED:	Office for Standards in Education
OT:	Occupational Therapy
PPS:	Parental Partnership Service - provides support and information to parents/ carers whose children have special educational needs
PD:	Physical disability
PP:	Pupil Premium - additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, now referred to as Disadvantaged Funding.
RAG Rating:	A method of rating success of targets/interventions by colour - Red not achieved, amber partially achieved, green totally achieved or surpassed
SALT:	Speech and Language Therapy
SEND COP:	Code of Practice - a document from the Government which provides practical advice to those carrying out their statutory duties to identify, assess and make provision for children's special educational needs
SEND Provision:	The additional or different help/support given to children with special educational needs
SLCN:	Speech, Language and Communication Needs
SMART Targets:	Specific, Measurable, Achievable. Realistic, Time-bonded targets set for children accessing interventions
SNSC:	Special Needs Support Centre
SENDCo:	Special Educational Needs and disabilities Coordinator - the teacher with the responsibility for the planning and monitoring of the special education provision within the school
SENDIST:	Special Educational Needs Disability Tribunal - an independent body that hears appeals





Special School: A school that is organised to make special educational provision for pupils with SEND and that are available for children with an ECHP

SpLD: Specific Learning Difficulties

TA: Teaching assistant providing in-school support for pupils. Also known as an **LSA:** Learning Support Assistant - Works under the direction of a class teacher as considered appropriate

VI: Visual impairment

Appendix B: Example of an Individual Support Plan (ISP)

Name's Individual Support Plan			
Successes to celebrate:			
<div>Targets</div> <div></div>	<div>Steps for Success</div> <div></div>	<div>Who's going to help me and when?</div> <div></div>	<div>How did I get on?</div> <div></div>
<div>IEP agreed by:</div> <div>SENDCo:</div> <div>Parent:</div> <div>Class Teacher:</div>			

Appendix B- Example of Support Arrangement Plan (SAP)

SECTION 5 – SEN Support Arrangements Plan

Start date:

Pupil name:

Plan number:

[Please extend boxes / add additional outcomes as necessary]

OUTCOME (1) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (2) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (3) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

OUTCOME (4) <i>Must link with special educational need evidences in Section 4</i>	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress

Appendix C: Example of SEND Register

SEND Register Spring 2020-21		
Year Group:		Number of Children in Class:
	Name	Interventions
Concern/Early Support (previous P7 or below) First quality teaching - up to 6 hours provision		
SEND Provision (Previous -P6 or below) Between 6 and 13 hours support plan Need Pathway		
Statement CP (Previous P5 or below)		

SEND Policy: Reviewed & Approved by FGB 12/12/23

Next review: Autumn 2024

EAL (highlighted checked with parents and up to date)		
Name	Nationality	First Language

Appendix D: Record of Telephone Conversation and/or meeting with parents

Stepgates Community School

Learning and Growing Together

Headteacher: Mrs Gillian Ward



Stepgates, Chertsey,

Surrey KT16 8HT

Name of child: Date:

Name of parent (s):

Agencies present:

Staff present:

Summary of Discussion:

Actions to be taken:

Signed: