



EWELL GROVE PRIMARY AND NURSERY SCHOOL  
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# **POLICY STATEMENT**

  

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

**REVISION DATE**

**PRESENTED TO THE GOVERNING BOARD**

**ANNUALLY AUTUMN TERM**

**25<sup>TH</sup> JANUARY 2024**



## 1. INTRODUCTION

Ewell Grove 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; this includes children with SEND.

Each child is entitled to a broad and balanced curriculum which is relevant to their developmental stage and which is appropriately adapted to ensure access.

At Ewell Grove every teacher is a teacher of every pupil, including those with SEND. All teachers are experienced in adapting and modifying learning to meet the needs of the children within their class. Staff maintain their expertise and skills through continual professional development, responding to and implementing advice from specialist support services wherever possible. Support provided needs to be compatible with the efficient education of the other children with whom the child would be educated.

Ewell Grove follows the Local Authority admission arrangements.

## 2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE):

Special educational needs and disability code of practice:0 to 25 years. January 2015

Equality Act. 2010

This policy complies with the statutory requirement laid out in the SEND Code of Practice 1-25 (January 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013.
- Schools SEN Information Report Regulation (2014).
- Statutory Guidance on supporting pupils at school with medical conditions December 2015.
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013.
- Safeguarding Policy.
- Accessibility Plan.
- Teaching Standards 2012.

This policy has been shared with parents through the Parent Focus Group, Governors, staff and the School Council.

## 3. DEFINITION OF SEN

We use the following definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

**SEN:** *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of*

*the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.*

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

#### **4. KEY ROLES AND RESPONSIBILITIES**

##### **The class teachers will:**

- Monitor the progress and development of every child in their class.
- Communicate information about progress and development to parents; sharing concerns if they arise.
- Make adaptations to planning and resources to address the needs of all children in their class.
- Seek support and advice from the SENCo when there are concerns about a child's progress or development.

##### **The SENCo will:**

- Oversee the day-to-day operation of the school's SEN policy.
- Co-ordinate provision for children with SEN.
- Liaise with the Designated Teacher where a looked after pupil has SEN.
- 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.
- Liaise with parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options a smooth transition is planned.
- Work with the Headteacher and school governors 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 SEN up to date.
- Be a member of the Strategic Leadership Team (SLT).
- Monitor and evaluate the special educational needs provision and report to the governing board.
- Contribute to the professional development of all staff.

**SENCo**

**Mrs A Gardiner**

**Deputy Headteacher, Designated Teacher, Designated Safeguarding Lead**

**Contact details** [info@ewell-grove.surrey.sch.uk](mailto:info@ewell-grove.surrey.sch.uk) or telephone 0208 393 4393.

**The SEN Governor will:**

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor and update the Governing Board on this.
- Work with the Headteacher and SENCo to determine the strategic development of SEN policy and provision in the school

**SEND Governor     Hannah Baker**

**Contact details     [info@ewell-grove.surrey.sch.uk](mailto:info@ewell-grove.surrey.sch.uk)**

**The Headteacher will:**

- Work with the SENCo and SEN Governor to determine the strategic development of policy and provision in the school.
- Have overall responsibility for the provision and progress of children with SEND.

This policy was shared with parents through the Parent Focus Group which includes the Headteacher, Strategic Leader and parents (and the SENCo for the purpose of this policy). The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

The policy can be accessed in a number of ways:

- On the school website under 'About Us' SEND.
- A hard copy, on request from the School Office.

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

**5. AIMS AND OBJECTIVES**

Each child is entitled to a broad and balanced curriculum which is relevant to their developmental stage and which is appropriately adapted to ensure access. We are an inclusive school and have successfully included children with a range of additional needs including, speech and language, learning, behaviour and emotional, genetic conditions and physical disabilities. The development and progress of all children within our school is of paramount importance but we acknowledge that some children have additional needs and may require provision that is additional to or different from the provision others require.

We seek to achieve high aspirations and expectations for all children through the following objectives:

- To create an environment that meets the special educational needs of each child.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, putting the child and the parents at the heart of the process.
- To enable all children to have full access to all elements of the school curriculum.
- To develop effective whole school provision management as specified in the Information Report on the school website.
- To develop 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, January 2015.

## 6. IDENTIFICATION OF NEEDS

There are 4 main areas of need that can be identified:

- Cognition and Learning
- Communication and Interaction.
- Social, Emotional and Mental Health
- Physical and Sensory

At Ewell Grove 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. With that in mind a holistic approach will be used to address these needs. There will be a graduated approach to SEND support.

Early identification is vital. Some children who join our school having attended an early education setting may have had their needs already assessed. Class teachers undertake formal and informal assessments and observations throughout each day and these will be used to determine whether the child has any initial difficulties across the 4 stated areas of need. Currently a formalised Baseline Assessment is undertaken and this can form a part of the assessment process. We use this information to provide starting points for the development of an appropriate curriculum.

If our assessments show that a child may be experiencing difficulty in their learning, we use a range of strategies that make full use of all available classroom and school resources. As a Surrey maintained school, Ewell Grove follows Surrey's Graduated Response processes and uses the Ordinarily Available Provision toolkit (as detailed on the Surrey SEND Local Offer website). Within the range of abilities in all classes, the majority of the children will have their learning needs met through, what is commonly called, High Quality Teaching, which comprises the strategies and actions within Universal Support (see SEND Information Report on school website). The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The Special Educational Needs Co-ordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. At this point, following discussions with the parents, the child will be placed on the school's SEN Register; in essence this is a list of children requiring additional support within our school. Once a child is on the SEN Register their progress is monitored and additional provision made (this is referred to as School SEND Support), if after a period of support there is no further need for additional support the child will be removed from the SEN Register; this will be linked to the review process of the IEP and will be in consultation and agreement of the parents. There will be a Graduated Response to the needs of the child, with possible movement from School SEND Support to Specialist SEND Support. For a small minority of children (1 - 2%) a child may be considered for Statutory Assessment, which may or may not result in the Local Authority issuing an Education Health Care Plan (EHCP). The class teacher will keep parents informed and draw upon them for additional information. The SENCo will then take the lead in further assessments of the child's needs and will liaise with outside agencies where appropriate.

We will record the strategies used to support the child within an Individual Education Plan (IEP) or a SEND Support Arrangements plan; this will focus upon Person Centred Outcomes and will clarify the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Targets will be discussed with parents and shared with the child.

Wherever possible the aspirations and needs of the child as voiced by them will be included.

There should be a minimum of two plans within an academic year; it is recommended that these should be written in May and October. This provides the class teacher at the beginning of a new academic year the opportunity to work on the targets identified by the previous class teacher whilst developing their understanding of the strengths and weaknesses of the child. For some children it may be desirable to review these arrangements more frequently than this, due to heightened concerns.

If the review identifies that support is needed from outside services/agencies, we will seek to consult parents prior to any support being actioned and a joint decision will be made. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those previously used. External support services will provide information for the child's new IEP/SEND Support Arrangements plan. The new strategies within the plan will, wherever possible, be implemented in the child's normal classroom setting. Intervention occurs within a cycle of Assess, Plan, Do and Review which includes regular consultation and feedback to parents. Further details can be found on the school's website (SEN Information Report).

If the child continues to demonstrate significant cause for concern, a request for Statutory Assessment will be made to the LA. A range of written evidence about the child will support the request, which will be co-produced by the school and parents. The outcome of the statutory assessment may, or may not be, an Educational Health Care Plan. For pupils with an EHCP the LA must review the plan at least annually. Parents and the child are invited to attend and make a written contribution to the review meeting; their voice is seen as vital.

## **7. SEN PROVISION**

SEN support can take many forms. This could include:

- A special learning programme for your child.
- Extra help from a teacher or a teaching assistant.
- Working with your child in a small group.
- Observing your child in class or at break times and keeping records.
- Helping other children to work with your child.
- Support your child with physical or personal care difficulties.

Further examples of support at different levels of intervention will be found in the SEN Information Report on the school website.

Additional information regarding support can be found on the Surrey Local Offer website.

## **8. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

We recognise that pupils with medical conditions should be supported so that they have full access to the educational opportunities on offer including school trips and physical education. Children with medical needs have individual Health Care Plans, which are reviewed and updated regularly. Staff are provided with INSET to address on-going training needs and when necessary specific training has been accessed to address the needs of individual children.

## **9. USE OF PHYSICAL INTERVENTION**

Please refer to the Behaviour Policy for further information.

## **10. MONITORING AND EVALUATION OF SEN**

Monitoring is undertaken by:

- The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SEN Governor has regular termly meetings with the SENCo to discuss provision for children with SEND.
- The SENCo is involved in supporting teachers in the production of IEPs/SEN Support Arrangements.
- The SENCo and the Headteacher and year group teachers hold regular meetings to review the work of the school in this area and to monitor the progress of all children with a particular emphasis upon vulnerable groups.
- The Governing Board reviews this policy annually and considers any amendments in the light of the annual review findings.
- Data relating to progress and achievement of children informs aspects of the School Improvement Plan.

## **11. TRAINING AND RESOURCES**

As a school, we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

Aspects may include:

- Audit of staff development needs.
- School based INSET and training for staff delivered by the SENCo and others e.g. Surrey specialist teachers, EPs, health professionals.
- The SENCo's own professional development e.g. attendance at SENCo networks, courses, conferences to develop specialist knowledge and experience.

Funding for SEND is included within the school's budget from the Local Authority and this is intended to be used for children who require support at Universal and School/Specialist SEND Support (see SEND Information Report for further information about provision at these levels). If, however it is clear that the level of support needed exceeds the level the school can provide then it may be necessary to seek additional funding from the Local Authority.

## **12. COMPLAINTS ABOUT SEND PROVISION**

Complaints about SEND should in the first instance be made to the class teacher, SENCo or the Headteacher. Parents will then be referred to the school's Complaints Policy, which is on the school website.

The parents or carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.



### **13. STORING AND MANAGING INFORMATION**

The school complies with the statutory requirements regarding storing and managing information and data. Documentation will be shared with receiving schools (when the child moves schools) and parents.

### **14. REVIEWING THE SEN POLICY**

In line with all school policies the SEN policy is kept under regular review and is considered annually by the Governing Board.