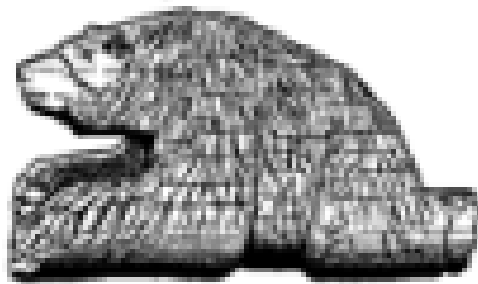


Busbridge Infant School



Special Educational Needs and Disabilities Policy

This information is intended to provide guidance and support for all staff working with children with Special Educational Needs and Disabilities.

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At Busbridge Infant School we adopt a whole school approach to SEND. All staff work to ensure the inclusion of all pupils. The school is committed to ensuring that all children with SEND are nurtured and supported so they can achieve success and achieve their very best educational outcomes.

We are committed to providing an inclusive curriculum that ensures the best possible progress for all our pupils whatever their needs or abilities. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We are proud of our highly inclusive community and the provision in place to ensure excellence and enjoyment for all of our pupils, including those with SEND.

This policy has been written in consultation with parents, pupils, staff and governors and acts as a focus for improvement and agreement in philosophy and practice, supports equality of opportunity and ensures consistent, quality first teaching. For information on admissions for SEND children please see the school’s admission policy (available on the school website).

Contents

1. Aims and Ethos.....	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. SEND information report	4
6. Monitoring arrangements	11

1. Aims and Ethos

The aims of our special educational needs and disability policy and practice are:

- to ensure the best possible outcomes for those children with Special Educational Needs and Disabilities
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum across the whole school day; ensuring the balance between structured and less structured times for learning
- to ensure access to the environment and to appropriately printed information
- to ensure that children with SEND are fully engaged in school activities alongside pupils who do not have SEND
- to use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the usual differentiated curriculum learning in order to better respond to the four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory/physical
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership

- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to support pupils with medical needs to achieve full inclusion in school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- to work in cooperative and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Legislation and Guidance

The policy is fully compliant with:

- Part 3 of the Children and Families Act 2014
- the Special Educational Needs (SEND) Code of Practice: 0 – 25 years (July 2014)
- Equality Act 2010: advice for schools DfE (February 2013)
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage One and Two Framework Document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Equality & Diversity Policy

3. Definitions

Special Educational Needs and Disability (SEND)

A pupil is described as having Special Educational Needs (SEN) if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (DfE, July 2014).

This defines SEND as:

- A child or young person has SEND 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 if he or she:
has a significantly greater difficulty in learning than majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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’.



At Busbridge Infant School, we may identify other factors that may impact on a child's progress and attainment, that are not recognised as a Special Educational Need but is recognised as Inclusion. These include:

- Disability
- Health and Welfare
- Attendance and Punctuality
- Significant Loss, Bereavement & Divorce
- Cultural understanding i.e. some GRT children may be prevented from participating in some aspects of learning
- Homes where parents struggle with understanding English; reading and writing skills are limited and these impact on support with home learning
- English as an additional language (EAL)
- Being in receipt of pupil premium grant
- Being a Looked After Child (LAC)
- Being a child of a service man or woman

Additional Learning Needs (ALN)

At Busbridge Infant, we also consider if a pupil may have an additional learning need (ALN) should gaps in knowledge or understanding be identified that are preventing the pupil from making expected progress in a particular subject or area of study. Time-bonded support and intervention is put in place that is reviewed at the end of the intervention period. In this instance, the pupil may or may not be placed on the SEND register, in collaboration and communication with parents and carers.

Where the pupil is still not making progress following on from well-founded and time-bonded intervention, consideration will be made as to whether the pupil may have SEND.

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO will:

- Work with the head teacher 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 SEND support
- Hold teachers to account for the progress of children with SEND or ALN
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the main point of contact for all external agencies, especially the Local Authority and its support services
- Delegate the coordination of visitors to the class teachers



- 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 board 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 up to date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Headteacher will:

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

4.4 Class Teachers

The class teacher is responsible for:

- The progress and development of **every** pupil in their class
- Working closely with any teaching assistants or specialist staff (e.g. Speech and Language Therapist) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they are fully aware of **all** the children's' needs in their class
- Upholding the ethos that every teacher is a teacher of SEND

4.5 Teaching Assistants

The Teaching Assistant will:

- Support and facilitate the learning for all children at Busbridge Infant School
- Be directed by the class teachers to support learning, prepare resources and run interventions, however they may also be directed by the SENDCO to provide support
- Be responsible for encouraging and supporting children with learning, play and social development
- Regularly liaise with the class teacher and SENDCO
- Keep a record file of relevant information, including records of interventions
- Be invited to all relevant review meetings where appropriate
- Maintain the school's code of confidentiality
- Attend training as appropriate



- Take on responsibility for a particular child or group of children with SEND if directed by the Head Teacher and /or SENDCo

4.6 Middle Leaders

The middle leader (previously subject leaders) will:

- Ensure steps are taken to enable all children to access the curriculum subject

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school is an inclusive school where every child matters; we aim to address every child's needs and support their development in the most appropriate way possible.

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, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

We make reasonable adjustments to our practices according to the needs of pupils so as to comply with the Equality Act (2010). The school SENDCO has a range of teaching and experience across the Early Years and Key Stage 1. The SENDCO is a member of the senior leadership team and acts as a champion for SEND throughout school improvement developments.

Our team of teaching assistants have a range of experience and training in planning, delivering and assessing intervention programmes and facilitating learning for children. Staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCO or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and support staff; we work on a philosophy of every teacher being a teacher of SEND.

Our school's Accessibility Plan (available on request) outlines adaptations made to the building to meet particular needs and enhance learning.

The school invests in its promotion of positive mental health and well-being in all pupils and our emotional literacy support assistant (ELSA) works with our most vulnerable pupils who need support with pastoral aspects of learning and development such as building positive self-esteem, anxiety management, anger management or social skills development. Our ELSA is an accredited practitioner and works under regular supervision from Surrey County Council.

5.2 Identifying pupils with SEND and assessing their needs

The school's Assessment Policy, (available on request), outlines the range of assessments regularly used throughout the school. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress both academically and pastorally 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.

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. An additional learning need (ALN) may be remedied through a one-off time-banded intervention program or similar.

We use National Curriculum expectations to make judgements on pupil attainment progress alongside standardised assessments such as reading and spelling scale assessments and phonological awareness assessments. The SENDCO may use more specialised assessments with individuals when identifying specific learning difficulties, such as a dyslexic profile assessment. The school works closely with the Local Authority and will also consult with external specialist practitioners where we require additional advice on how best to support pupils with SEND.

Progress in areas other than attainment are also considered including social skills and emotional literacy, which may impact on a pupil's happiness, friendships and their overall pastoral development.

5.3 Consulting and involving pupils and parents

Through the process of initial identification of SEND in a child, parents are kept fully informed by the class teacher and where appropriate the SENDCO through parent/teacher consultation meetings, telephone discussions or email. These conversations ensure that:

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

We will notify parents if it is decided that a pupil will receive SEND support and be placed on the SEND register. We operate an 'open door' policy whereby the SENDCO are easily contactable via the school office by telephone or by email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required, or as requested by parents, to discuss particular aspects of their child's SEND.



Reports received from any professional who may have involvement with a child will be shared with the parents by the class teacher and/ or SENDCO. The purpose of this meeting is to clarify the recommendations and findings so that stronger partnerships between agencies can support the child.

Children who have been issued with an Education Health and Care Plan (EHCP) will have a meeting known as an annual review meeting. The purpose of this meeting will be to review the child's progress against the identified targets and to review existing documentation and determine whether any amendments need to be made. The meetings may be held as an interim / emergency review meeting which can be at any point before the annual deadline which is the date of the final copy that becomes legal legislation. At Year 1, annual reviews will consider the transition to junior school with discussion involving parents and the Local Authority. At Year 2 annual reviews, the SENDCO of the receiving junior school is invited to attend. Pupils are involved in their SEND annual review and are prepared to contribute to the meeting by sharing either their favourite work from the year or talking about an aspect of their successes. Where appropriate, pupils are involved in setting targets and reviewing outcomes with their class teacher.

5.4 Criteria for exiting the SEND Register

A child will only be removed from the SEND register following a discussion with key staff and the child's parents. The discussion would identify that the child has achieved progress against the specified targets as a result of additional provision or intervention for the specified period of time.

5.5 Supporting children and their families

At Busbridge Infant School, the support provided for children and their families is stated within our School Information Report, our School Offer and on our provision maps. These are published on our website. Every year we will update our School Offer, and the responses to the 14 questions as part of the SEND Information Report in the Autumn Term; this is published on the school website.

5.6 Working in partnerships with parents

At Busbridge Infant School, we believe that a close working relationship with parents is vital in order to ensure identification and assessment of SEN leading to appropriate intervention and provision. In order to have a true partnership with parents we:

- Value parental support and involvement at all stages
- Listen to parents without prejudice
- Are always truthful and realistic but also sensitive
- Ensure an open door policy to the class teacher, SENDCO and Head at appropriate times
- Ensure that parents understand that there is no stigma attached to SEND
- Ensure that other agencies show targets for the child and state the additional provision needed
- Respect a parent's right to identify special educational needs for their child and for the school to respond accordingly

5.7 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach to SEND provision, and the four-part cycle of assess, plan, do, review that ensures that provision for pupils with SEND facilitates best progress over time.



Class teachers work closely with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The child's previous progress and attainment and behaviour
- Other staff assessments, where relevant
- The individual's development and progress in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, including local specialist school outreach services

Individual Educational Plans (IEPs) for individuals at Wave 2 and 3 SEND Support, and for those children on EHCPs, are reviewed termly. This will include the pupil's progress against their personalised targets, intervention outcomes and outcomes against standardised testing such as current reading and spelling age results.

We regularly review the effectiveness of the support and interventions in place for pupils and their impact on progress. Where an intervention or provision is not supporting the pupil to make good or expected progress, the intervention may be adjusted, or a new intervention trialled. When children are assessed by the SENDCO using specialist assessments, or by external agencies, meetings take place with parents/carers and, where possible, the class teacher to discuss the findings and how best to address needs and meet

targets. When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary. Formal access arrangements are applied for via the DfE ahead of the Key stage 1 SATs for some pupils with SEND. Additional time (10%) is only available if a formal diagnosis has been made and this is usual practice as part of Quality First Teaching.

5.8 Supporting pupils moving between phases and preparing for adulthood

We ensure that all pupils with SEND or other vulnerabilities are suitably prepared for any transition during their school career, including transition to junior school. All pupils on EHC plans or more vulnerable pupils at Wave 3 SEND support will be supported in their move into the next year group before the end of each academic year, in addition to the school's 'meet the teacher' meeting. The rigour and approach to this input will be determined by the needs of the pupil, with particular attention considered for those pupils with social, emotional or mental health needs. Rigorous handover meetings are held between class teachers at the point of transition, with oversight from the SENDCO to monitor that information for pupils on the SEND register is provided so as to ensure a seamless transfer for these children to their new teacher and learning environment. It is essential that strategies, routines and resourcing are maintained throughout transition to enable pupils with SEND to make an effective transition into their new class.

Prior to Early Years intake, teachers and support assistants visit each child in their preschool/nursery setting, and at home to meet the family. Parents then have the opportunity to share information as to any SEND already identified for their child that may support school in meeting their needs once they join in September. All new starters in Early Years begin school at the start of the Autumn Term. According to any SEND identified in handover information from a child's previous setting, or through the family, considerations for amendments to timetable arrangements may be made to ensure the best interests for the child.

5.9 Our approach to teaching pupils with SEND

At Busbridge Infant School, we believe that all pupils, including those with SEND, are entitled to high quality teaching and learning provision and these approaches will enable children to achieve successful outcomes in all areas of academic and pastoral learning.

We believe in an ethos that all teachers are teachers of SEND and that all teaching and support staff in school maintain a high level of understanding, knowledge and training in how best to provide education to pupils with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Teachers create learning plans (IEP) for individuals at Wave 2 or above on the SEND register detailing personalised targets, and the interventions and provisions in place to support those needs; this is in collaboration with the SENDCO and any external specialists involved with the pupil. These learning plans are reviewed at the end of each term, or period of intervention, to assess progress and adjust support and provision accordingly

It is essential for pupils with SEND, including those with EHCPs, to be supported towards independence with learning, socialising and key life skills. We believe strongly in a three part



process to develop and build independence and resilience alongside other behaviour for learning skills.

This is better understood as a 3 part structure;

- Modelling – the adult demonstrates ‘My Turn’ and will model the expectation
- Scaffolding – the adult supports the child to attempt the challenge together in ‘Our Turn’
- Independence – the child is able to attempt the task on their own as ‘Your Turn’ (pupil working independently)

Many of our teaching and support staff are trained or accredited to run specific interventions. Interventions run at school are either based on well-founded, evidence based, schemes or programmes, or tailored packages of support based on diagnostic assessments or curriculum objectives.

These include:

Current interventions at Busbridge Infant School are:

- Precision Teaching – highly personalised support based on diagnostic assessment of needs and gaps in knowledge or understanding, primarily with a maths or English focus
- Pre-teaching – An approach which enables SEND pupils to access learning objectives, lesson vocabulary, knowledge and understanding ahead of their peers for use in whole class learning
- Read Write inc- A reading programme that builds children’s phonological awareness, sight reading and comprehension
- SNAP on maths- A maths intervention aimed at children in Year 1 and 2 which teach core maths facts, the building blocks of numbers and begin to develop skills with mental calculations, fluency, reasoning and application of maths.
- ELKLAN- A speech, language and communication programme which offers a range of support to build children’s phonological awareness, processing and understanding of verbal and written communication.

Additional interventions at Busbridge Infant School are:

- Black Sheep Press- Builds on the children’s speech sounds and recognition of the written grapheme
- Time to Talk- Teaches and develops oral language and social skills by understanding the ‘rules’ of interaction.
- Language for Thinking- A verbal reasoning programme to help support children in understanding language from building on concrete to abstract concepts.
- Handwriting without Tears & Penpal Handwriting- Programmes designed to support children’s fine motor development by building on initial mark making skills to forming lowercase and upper case letters.
- Intensive Interaction- an approach for teaching communication skills to children and adults who have autism, severe learning difficulties and profound and multiple learning difficulties who are still at early stages of development.
- Attention Autism- Aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities



5.10 Adaptations to the curriculum and learning environment

At Busbridge Infant school the curriculum, physical environment, ethos and approach are adapted, scaffolded and differentiated to meet the needs of **all** its children

All classrooms are set up to follow dyslexia friendly and speech and language friendly approaches including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual personalised resources, number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities, use of visual feedback, chunking of instructions, use of the 7 second rule to allow processing time and pre-teaching of key vocabulary. We take on board advice from external specialists including the Surrey specialist teaching team and speech and language service to further develop our classrooms and school accessibility to meet current best practice approaches.

We always act upon advice received from external agencies in supporting pupils with sensory and physical needs and disabilities. This advice includes:

- enlarged print for visually impaired children
- most advantageous positioning of hearing impaired children within the classroom and use of aids as recommended
- use of laptops or IPADS for children with recording needs
- use of coloured overlays and exercise books for children who experience visual stress
- use of learning breaks, sensory cushions, weighted blankets for children with sensory issues amongst other strategies and provision.

Teachers are mindful to ensure that classrooms are autistic spectrum condition friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. (This includes within outdoor learning environments such as the EYFS outdoor area).

5.11 Expertise and training of staff

The school SENDCO is an experienced classroom practitioner who has worked in an Autistic School and has had training in the use of Makaton.

We have a team of teaching assistants who support the education of children in their respective year group teams (Early Years & Key Stage 1). Our support staff are developing their skills across a range of interventions to deepen their expertise. We use specialist staff for ELSA sessions and an Intervention teaching assistant who has achieved the ELKLAN speech and language level 3 accreditation.

All staff receive regular update training by the school nurse or other health professionals with regard to asthma, epilepsy, diabetes, caustic fibrosis and anaphylaxis. The school nurse and other community health teams also provide training to staff regarding specific low incidence medical conditions as needs arise.

5.12 Securing equipment and facilities



Our finances are monitored regularly by the school finance manager and the senior leadership team. We seek to ensure a value for money service, so all interventions are costed, evaluated and monitored for impact.

We regard, our duty to make reasonable adjustments to support pupil needs as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required).

Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments. Please see the school's Accessibility Policy and Plan which outline adaptations made to the building to meet particular needs and enhance learning.

5.13 Evaluating the effectiveness of SEND provision

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

- Reviewing a pupil's individual progress towards their personalised goals each term
- Reviewing the impact of interventions each term, regularly, or according to the period of intervention the specific programme is designed for
- Using pupil questionnaires; pupil voice is highly valued in our school
- Monitoring by the SENDCO via learning walks, lesson observation and book scrutiny
- Using the whole school provision map and pupil learning plans to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Monitoring the impact of any intervention against cost, to ensure a value for money service

5.14 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, with additional considerations or planning for adaptations made as appropriate to individual needs. All pupils are encouraged to go on school educational visits; where there may be concerns for safety and access, support packages and additional considerations are made for pupils with SEND or medical conditions in close collaboration with parents. 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 SEN or disability.

5.15 Support for improving emotional and social development

All our staff are trained to provide a high standard of pastoral support. We adopt a restorative approach when enquiring about incidents with children. Adults are encouraged to ask, "what's happened..." and avoid asking "why did you...?" This approach supports the child's understanding of crucial social and emotional development without the feeling of pressure.



Pastoral information is shared with all relevant staff members; concerns for the pastoral well-being of pupils is shared appropriately at weekly business meetings as appropriate. The school's PSHCE curriculum and provision is based on the National PSHCE Association scheme of work and closely matches to the needs and context of our school setting and community. Children are taught positive mental health and well-being through the programmes of study and through regular, and ad-hoc, class discussion and 'circle time'.

Some pupils will require greater support to increase their emotional literacy than others. Some children may have experienced trauma, loss or bereavement that means they are not able to experience success at school with their friendships or learning and need additional support with their mental health and well-being. This support is provided via our school emotional literacy support assistant (ELSA). ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. For those children who experience loss, the role of ELSA support can be helpful, however there are occasions when more specific counselling support would be deemed more appropriate.

5.16 Working with other agencies

External support services play a vital role in supporting school to identify, assess and make provision for pupils with SEND and we work closely with a range of support services identified through the Surrey Local Offer in order to best meet the needs of pupils with SEND and to support their families.

The services we work with on a regular basis (although exhaustive) include:

- Surrey SEND Team and the school's allocated case worker
- Surrey Specialist Teaching Team for Inclusive Practice (STIP). This includes Learning and Language support (LLS) and Behaviour support (BS)
- Surrey Speech and Language Therapy Service (SALT)
- Surrey Physical and Sensory support service(PSSS)
- Surrey and NHS Occupational Therapy service (OT)
- Surrey Educational Psychology service (EP)
- CAMHS (Children and Adolescent Mental Health Services)
- REMA (Race Equality and Minority Achievement Service)
- Freemantles ASC specialist school outreach service
- Goldalming Learning Partnership SENDCO networks
- School Nurse
- Surrey SEND Teaching School
- NSPCC Outreach Service

The school also maintains close links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND. The school SENDCO may attend team around the family (TAF) meetings or provide written reports as appropriate if a pupil with SEND is subject to Early Help support through County, a Child In Need (CIN) plan or is supported by other child protection professional teams.

5.17 Complaints about SEND provision



Complaints about SEND provision in our school should be made to the child’s class teacher in the first instance. Should that complaint not be addressed between the class teacher and complainant then the complaint will be escalated to the SENDCO and senior leadership team and addressed according to the school’s complaints policy.

The parents 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 children. 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

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

Further information regarding SEND provision in school and a link to the Surrey Local Offer website are available on the SEND page of the school website and below.

5.19 Contact details for raising concerns

In the first instance, all concerns relating to SEND should first be communicated to your child’s class teacher who will listen, advise and support as appropriate. Should the concern not be addressed, parents/carers should contact the school SENDCO via the school office to make an appointment.

5.20 The local authority local offer

Our local authority’s local offer is published here:

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

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, and the SEND governor annually and approved as appropriate. It will also be updated if any changes to the information are made during the year.

Agreed by the Governing Body

Signed by:.....

Chair of the Governing Body

Date:.....