



The Chandler CofE Junior School

CL-05 SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2017-2018

1 INTRODUCTION

1.1 Policy Development

The following document comprises the policy of The Chandler CofE Junior School with regard to pupils who have special educational needs and/or disabilities (SEND). This policy was created by the school's SENCO (special educational needs coordinator), in consultation with the SEND governor, senior leadership team (SLT), staff and parents of pupils with SEND.

The policy will be reviewed annually as part of the governing body's policy review schedule and should be read in conjunction with the Equal Opportunities Policy, Racial Equality, Inclusion, Teaching and Learning Policy and the policy for the Teaching of More Able pupils as this forms an integral statement of the principles underpinning all the work of the school. It should also be read in conjunction with the school's SEN Information Report, which is available on the school website. The SEND policy is next due for review in **September 2018**.

1.2 Compliance

This policy complies with the statutory requirement laid out in the *Special educational needs and disability code of practice: 0 to 25 years* (DfE, 2015, hereinafter referred to as the Code of Practice (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf). The policy has been written with reference to the following guidance and documents:

The Special Educational Needs and Disability Regulations (DfE 2014)	http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf
The Equality Act 2010 and schools (DfE 2014)	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
Schools SEN Information Report Regulations (2014)	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf
Statutory Guidance on Supporting pupils at school with medical conditions (DfE 2014)	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

1.3 Availability

A copy of this policy can be found on the school's website (www.thehandlercofejuniorschool.org.uk). Paper copies can be requested from the school office.

1.4 Definitions of SEN and disability

The Code of Practice (DfE 2014, pp15-16) defines SEN and disability as follows:

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 schools or mainstream post-16 institutions

For children aged two or more, 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.

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**’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

1.5 Key personnel – roles and responsibilities

SENCO

The school's SENCO is Mrs Abi Moore, who is also a member of the schools' senior leadership team (SLT). She can be contacted through the school office:

- Telephone: 01428 683071
- Email: office@thehandlercofejuniorschool.org.uk

Mrs Moore has day-to-day responsibility for overseeing the operation of the SEND policy and coordinates the provision made to support individual pupils with SEND, as set out in paragraphs 6.84-6.94 of the Code of Practice.

Class Teachers

In addition to the above, it is each class teacher's responsibility to:

- act as the first port of call for parents of children with SEN;
- write SEN Support Arrangements for each SEN child, and review them termly, in conjunction with the child and their parent(s)/guardian(s);
- be involved in the development of the school's SEN policy;
- ensure they are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN;
- read the children's SEN files and, where possible, act on the recommendations made by the SENCO and/or outside agencies;
- ensure that children with SEN are fully included in the school's planning and assessment cycle;
- provide appropriately differentiated work for each child and ensure that all children in their class, including those with SEN, have the best possible access to a broad and balanced curriculum;
- endeavour to provide an SEN-friendly learning environment; including specific learning to meet the needs of individual children
- be pro-active in seeking professional development opportunities to further their knowledge and skills relating to special educational needs.

Other key personnel

Home School Link Worker	Mrs Sarah Dutton
Member of the governing body with specific oversight of the school's arrangements for SEN and disability	Mrs Liz Langridge
Designated teacher with specific safeguarding responsibility	Mr Tony Nunn, Mr Hugh Rawson
Member of staff responsible for managing LAC/PP funding	Mrs Abi Moore
Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils	Mrs Sandra Gorringe

1.6 The Chandler CofE Junior School

The Chandler is a 3-form entry junior school, it has no specialised units or specialist teachers of SEN, but strives to be as inclusive as possible. Our current SEND (special educational needs and disabilities) pupils have a very wide range of difficulties and our aim is to provide the best possible education for all of our children. The school buildings are all on a single level and there are very few steps. Ramps are provided throughout the school enabling access to the main school entrance and playgrounds. There is also a disabled toilet as well as an Integrated IT programme called SuccessMaker for all pupils.

2 AIM AND OBJECTIVES

2.1 Aims

The Chandler is a Church of England Junior School at the heart of two village communities – Milford and Witley. Our Christian ethos underpins our ambition to best prepare each child to fulfil their potential in the wider world as a successful citizen of the future. We place a strong emphasis on community and have adopted a Values based curriculum, teaching a different Value each month.

We believe that all children, regardless of need, are entitled to the best possible educational provision and outcomes. Underpinning the ethos of the school is our belief that all children have needs, of which SEN may or may not be a part. At The Chandler we see our role as facilitators of learning; as educators we endeavour to ensure that all children have full access to a broad and balanced curriculum, have their needs identified as early as possible, receive focused provision matched to those needs, and thereby leave us with the best possible outcomes. In this regard, children with SEN are no different to their peers.

Our aim is to raise the aspirations of, and expectations for, all of our pupils and to enable them to reach their potential. We recognise that all teachers are teachers of pupils with SEND and that all members of the teaching team therefore share responsibility for all pupils' progress, attainment and well-being.

2.2 Objectives

It is intended that the school's SEN policy provides a clear framework to ensure that the following objectives are met:

- The Chandler will operate a "whole pupil, whole school" approach to the management of, and provision for, support for SEND;
- All staff will clearly understand their responsibilities regarding children with SEN, thereby sharing a common vision and understanding;
- Children with SEN will have their needs identified as early and as accurately as possible;
- Wherever possible, all children will have full access to a broad and balanced curriculum, which has been appropriately differentiated to meet their individual needs;
- Children with SEN will enjoy the same expectations regarding their progress as their peers;
- Staff will receive adequate training and support to ensure that they are able to identify, assess and make appropriate provision for children with SEN;
- Parent and pupil voice will be sought and listened to in relation to the school's best efforts to make appropriate provision for children with SEN;
- School will work within the guidance provided in the Code of Practice.

2.3 Parent and pupil voice

At The Chandler we recognise that parents, teachers and children are full partners in the education process and have developed policies and procedures which encourage pupil and parental involvement in all aspects of school life.

Parents have a unique knowledge of their children and it is our intent that they are fully involved in the school-based response for their child. Class teachers are the first port of call for parents of children with SEN, but parents may make an appointment with the SENCO at any time. Class teachers have the responsibility of sharing with parents details of any intervention(s) their child is

receiving. Where children are seen in school by outside agencies, parents are invited into school to meet with the relevant specialist, whenever possible.

3 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

3.1 Categories of need

A holistic view of the child is always taken before looking at the details of the child's needs. The Code of Practice (paragraphs 6.28-6.35) identifies four broad categories of need, which give an overview of the range of needs that the school plans for (see Appendix A for more details). These are:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At The Chandler we identify the needs of pupils by considering the needs of the whole child, which will include not just the child's special educational needs.

The following are **not** special educational needs but may impact on a child's progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being eligible for the Pupil Premium
- Being a Looked After Child
- Being a child of armed forces personnel.

3.2 Assessment of needs

The school is fortunate in having an extensive bank of professional assessment materials, which can be administered by the SENCO (and, in many instances, class teachers) to help to further pinpoint children's difficulties.

Year 3 Screening

On entry to Year 3, all children are assessed in a variety of areas: cognitive ability, auditory processing/memory, short term and working memory, phonological awareness, reading (decoding and comprehension), writing, maths. Where there are indicators of difficulty, some pupils undergo further assessment, for example, in phonics and/or language.

During their first term at The Chandler teachers work to build up an accurate picture of each child's needs, which may or may not include SEND. This is done with reference to:

- Information provided by pupils' previous educational settings, including SEN Support Arrangements (where SEND difficulties have already been identified)

- Information from outside agencies provided by previous educational settings
- Information provided by parents
- Ongoing observations of each child

Children who join the school other than at the beginning of year 3, or those who begin to give cause for concern during their time with us, are closely monitored by their class teachers and discussed with the SENCO.

4 A GRADUATED APPROACH TO SEND SUPPORT

4.1 Quality first teaching

The first step in responding to pupils who may or may not have SEND is always high-quality teaching in the classroom, differentiated for individual pupils. Additional intervention and support cannot compensate for a lack of high-quality everyday teaching. Our teachers recognise that they are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from assistant teachers or other (sometimes specialist) staff. The school’s senior leaders regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered.

4.2 Early intervention

When possible SEND difficulties are identified (or have been identified by the child’s previous school), parents are contacted and invited to come into school to meet with the child’s class teacher. The purpose of this initial meeting will be to ensure both school and family have a clear picture of any possible barriers to learning or well-being a child may have. The class teacher then agrees, in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, both at home and at school, as well as the expected impact on progress, development or behaviour. A clear date is set for review. This is the start of the **ASSESS-PLAN-DO-REVIEW** cycle, by which the school ensures that children’s needs are met.



The four part cycle:

Assess: We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on

assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil including a date when this will be reviewed. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis and ensuring the recommended approaches are implemented. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles (For further information see Surrey SEND 14 Pathway Guidance on the Surrey CC website.)

4.3 SEN register

Where children's SEN difficulties are significant, or where little or no progress has been made by the time of the first review, following discussions with the school's SENCO and the child's parents, the decision will be made to place the child on the school's SEN register, which is maintained by the SENCO.

4.4 SEN Support Arrangements

Once a child has been placed on the SEND register, the class teacher will then work with the child's parents, and the child themselves, to draw up a document entitled SEN Support Arrangements. The SEN Support Arrangements document aims to provide a holistic picture of the child, and to ensure their voice, and that of their family, is heard and represented. The aim is to balance what is important *to* the child and their family with what is important *for* them.

The class teacher stores the completed SEN Support Arrangements document in the SEN folder on the school's IT system and gives a paper copy to the child's parents.

4.5 Managing pupil needs on the SEN register

SEN Support Arrangements set out clear outcomes to be achieved within an agreed time limit. Once the document has been set up, it is reviewed by the class teacher termly, in consultation with both the child and his/her family (separately or individually). It is the SENCO's responsibility to monitor that these regular reviews take place, but it is the core expectation that class teachers hold the responsibility for evidencing progress according to the outcomes described in the plan. SEN Support Arrangements are regarded as living documents.

Children receiving additional help as a result of their SEN difficulties are regarded as being on *SEN Support*. This single category has replaced what was previously called *School Action* or *School Action Plus* support.

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate support. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training to introduce more effective strategies.

4.6 Engaging additional support/specialist services

When a child continues to experience significant difficulties at school, increasing specialist expertise can be brought to bear. Where a child's needs are significant, the child can be referred for assessment/advice to Surrey's school support services:

- Educational Psychology
- Learning and Language Support
- Behaviour Support
- Race Equality and Minority Support
- Physical and Sensory Support
- Speech and Language Therapy
- Occupational Therapy
- Autism Outreach Team
- Child and Adolescent Mental Health Service CAMHS

Referrals are made by the SENCO or Home School Link Worker, once parental consent has been obtained. It should be noted, however, that each of these agencies operates its own threshold criteria and school has no control over whether or not the agency will accept and act upon referrals; school also has no control over the various services' waiting lists.

It is the school's usual practice, wherever possible, to invite parents to meet with the outside agency specialists.

4.7 Education, Health and Care Plans

Despite high-quality teaching and purposeful intervention, a very small number of children receiving SEN Support may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be considered appropriate to consider whether an Education, Health and Care Plan (EHCP) is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements in order to achieve their outcomes.

Full details of the EHCP process can be found on Surrey's local offer website (<https://www.surreysendlo.co.uk/information/3-send-support>).

4.8 English as an Additional Language (EAL)

When a child with English as an Additional Language joins The Chandler we endeavour to assess their needs as soon as is practically possible. If required we seek support from Race Equality and Minority Support (REMA) who can carry out specific assessments and provide support to teachers and Learning Support Assistants working with the pupil.

Strategies and interventions that support EAL pupils include Read Write Inc, Talk Partners, the use of paired talk in the classroom and a buddy system for break and lunchtimes, word walls and pre-teaching of vocabulary for all lessons.

5 CRITERIA FOR EXITING THE SEN REGISTER

When, as part of the review process outlined in 4.3 and 4.4, school and parents agree that a child has made sufficient progress to no longer be considered as having special educational needs, their names will be removed from the SEN register. Their SEN file (including any SEN Support Arrangements) will, however, be retained by the SENCo. All children are constantly monitored with careful attention given to those who have recently been taken off the SEN register.

6 SUPPORTING PUPILS AND FAMILIES

6.1 Admission arrangements

The Chandler has a highly inclusive ethos and warmly welcomes applications for places from *all* children **for whom it is the nearest school**, including those with special educational needs. Please see the school's admissions policy for full details.

6.2 Home School Link Worker

The children, staff and parents at The Chandler benefit enormously from the expertise of the school's Home School Link Worker, Mrs Sarah Dutton, who has worked with some of our families for many years.

6.3 Surrey's Local Offer

Surrey County Council's local offer can be found on its designated website - <https://www.surreysendlo.co.uk>. The site contains a great deal of information relating to education, health and care services on offer within the local authority area. The 'Information' link at the top of the website home page provides access to many useful documents which outline the county's systems and processes with regard to SEND.

6.4 School's Local Offer

The school has also published its own local offer on the school website, in response to the statutory requirement to provide a SEN Information Report.

6.5 Access arrangements

Each year the Department of Education publishes guidance for teachers and headteachers about making and using arrangements so that pupils with specific needs can take part in the KS2 tests. Our school fully adheres to the published guidance. Parents may be interested to look at the guidance outlined for the 2017 KS2 tests - see <https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements>

6.6 Transition

In the summer term of the academic year preceding the children's entry to our school, the SENCO requests written transfer information from each of our feeder schools, including details of all special educational needs. Depending on the size and profile of the incoming cohort, the SENCO and/or Home School Link Worker and/or members of the year 3 teaching team may also visit the feeder schools in order to get a clear picture of the level of need. Where incoming pupils are known to have significant needs, their parents are also invited to make an appointment with the SENCO and/or Home School Link Worker. An information meeting is held each June for the parents of all year 2 children who are transferring to The Chandler in the following September.

If feeder schools and/or parents feel that a child would benefit from making additional visits to The Chandler prior to entry, we are more than happy to accommodate their request. Where children have a Statement of SEN or an EHCP, we always welcome the opportunity to attend their year 2 annual review.

Very similar arrangements exist for our year 6 pupils, who are transferring to secondary school. Written handover forms, completed by the SENCO and/or Home School Link Worker and/or year 6 teaching team, are forwarded to all relevant secondary schools in the summer term prior to transfer. When considered necessary to ensuring a successful transition, the SENCO will also arrange for the year 6 pupil to make additional visits to their new secondary school.

7 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or EHCP, which brings together Education, Health and Social Care needs.

The school follows the Department of Education's *Statutory Guidance on Supporting pupils at school with medical conditions (DfE 2014)*. Where there are relevant medical needs, the school office team, working in conjunction with parents, prepares individual health care plans, which clearly set out the nature of a child's needs and the required provision. They ensure that all relevant staff are aware of the plans and that the required provision is in place and meets the requirements of the school's Health, Safety and Welfare Policy (copy available on request). Where children with medical conditions also have special educational needs, the SENCO has the responsibility for monitoring that the children's needs are being appropriately met.

8 MONITORING AND EVALUATION OF SEND

The school has rigorous monitoring arrangements in place for reviewing and continually improving provision for all pupils. These include formal observations, weekly 'drop-ins' by senior staff, work sampling etc. Annual questionnaires for both staff and parents are carefully analysed.

Governors are briefed on pupil progress data and each governor is allocated a specific area of the curriculum or year group to focus on. Governors are invited to observe in year groups and meet termly with teachers and leaders.

Each term the SENCO produces a costed school provision map, which provides an overview of support given to pupils with special educational needs. At the end of each term, via SEN Support Arrangements review meetings, class teachers review the impact of the additional provision against expected outcomes for each individual child. The SENCO, in conjunction with the teaching teams, then makes a judgement as to the effectiveness of the intervention as a whole. If, for example, only 2 out of 6 children receiving a particular intervention made progress, that intervention would not be regarded as being sufficiently effective and would not be repeated the following term.

9 TRAINING AND RESOURCES

Training

At The Chandler continued professional development is actively encouraged and planned for. Staff new to the school complete an induction programme (monitored by the School Business Manager) which includes a session with the SENCO. Training in SEN regularly forms a part of staff meetings and whole-school INSET. The identification of training needs forms part of the school's performance management process.

The SENCO regularly attends the local authority SENCO network meetings in order to keep up to date with local and national agendas.

Funding

Details of how Surrey funds SEN provision can be found in their document *The Right Provision at The Right Time* (http://www.surreycc.gov.uk/_data/assets/pdf_file/0003/32088/SEND-The-Right-Provision-at-The-Right-Time_100815.pdf?bustCache=5747919).

10 STORING AND MANAGING INFORMATION

At The Chandler all documents are stored in line with the school's Data Protection Policy, a copy of which is available on request. The provision made for pupils with SEN is recorded and kept up-to-date by class teachers, as outlined in Section 4 of this policy. All SEN documentation is carefully monitored by the SENCO.

11 REVIEWING THE POLICY

This policy will be reviewed annually at the beginning of each academic year. The SENCO is responsible for ensuring that this review takes place.

12 ACCESSIBILITY

Pupils with SEN are expected and encouraged to join in all the activities of the school alongside their peers, as far as is reasonably practicable and compatible both with the child receiving the special educational provision and with the efficient education of the pupils with whom they are educated. As a school we are completely committed to identifying and, as far as possible, removing any barriers pupils may have. This includes teaching and learning and the wider curriculum, eg participation in after-school clubs, leisure and cultural activities or school visits.

Where physical aids are recommended by outside agency professionals, eg Occupational Therapy, school will purchase these if at all financially possible. Access arrangements are also made for formal tests, eg providing a scribe, laptop. Textbooks, worksheets, homework etc are all enlarged where necessary.

13 DEALING WITH COMPLAINTS

Parents who have complaints with regard to SEN provision are encouraged to discuss their concerns with their child's class teacher in the first instance. If the issue is not resolved to their satisfaction, they should then make an appointment to see the school SENCO. Should parents feel that their concerns have not been adequately dealt with by the class teacher and SENCO, they should then contact the Headteacher. At any point, parents may contact the school's SEN governor, Mrs Liz Langridge, via the school office. The school's Complaints Policy can be found on the school website; paper copies can be requested via the school office.

14 BULLYING

The school has very high expectations of behaviour and bullying or other intolerant behaviour is regarded as completely unacceptable. All children participate in PSHE (personal, social and health education) lessons, which aim to develop them socially and emotionally. Feedback from the annual questionnaires sent out to parents and children confirms that there are very few incidences of bullying at The Chandler and that, when they occur, they are robustly dealt with by the senior team.

The school's Behaviour Policy is available on request.

Policy No/Name: CL-05 Special Educational Needs & Disability Policy				
Category: 1				
Review Frequency: Annually				
Previous Policy No	TL-05			
	2011/12	2017/18	2018/19	
Staff Member responsible	JG	SENCo		
Nature of changes made	None	Rewrite		
Governor Committee	T&L	C&L		
Date reviewed by Committee	18/11/2011	01/12/2017		
Date of FGB Approval (Category 1 only)	18/11/2011	19/01/2018		
Date next review is due	2012	Autumn 2018		
DMC File Version	2	3		

15 APPENDICES

Appendix A Categories of Need

Appendix B SEN Support Arrangements – template

APPENDIX A – CATEGORIES OF NEED (as outlined in the Code of Practice, paragraphs 6.28-6.35)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools.

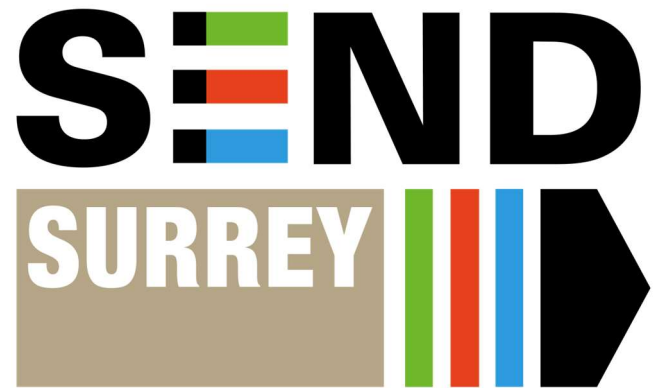
Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX B

SEN SUPPORT ARRANGEMENTS TEMPLATE



**The Chandler Junior School
SEND Support Arrangements
2017-18**

Name:

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

**[FIRSTNAME]'s Surrey SEND Support Arrangements
One Page Profile**

Photo (Optional)

What is important to me.

**What people like about me
and what I like about
myself**

How best to support me.

Date Completed

Completed by

SECTION 2 - [FIRSTNAME]'s SEND Support Arrangements

Version:
Draft or Final: Draft

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

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

Who else has been included in writing this plan?

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Further details

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

School Details

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

SECTION 3 – [FIRSTNAME]’s story

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

--

Firstname’s family’s story

--

More information on how to support Firstname’s and his/her family

--

Firstname’s aspirations

--

Firstname’s family’s aspirations for him/her

--

How Firstname’s and his/her family have taken part in this plan

--

SECTION 4 - [FIRSTNAME]'s special educational needs and other needs

Summary of key strengths and areas of need

--

More detailed information:

Communication and Interaction

Strengths and achievements:

-

Special Educational Needs:

-

Cognition and Learning:

Strengths and achievements:

-

Special Educational Needs:

-

Social, Emotional and Mental Health:

Strengths and achievements:

-

Special Educational Needs:

-

Sensory and Physical:

Strengths and achievements:

-

Special Educational Needs:

-

Summary of other needs

Prompt questions:

- 1. Are there any concerns outside of school which impact on your child's learning and well-being and/or make it more difficult for you to help your child e.g. housing, finance, family support networks.*
- 2. Is there anything else you feel it is important for us to know about your child's learning and behaviour at home?*
- 3. Is there any support you feel would help you as a parent/carer in supporting your child/family?*

Early Help Assessment Considered but not necessary	Date of Decision:
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Early Help Assessment Completed	Date of Decision:
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NB. If the child or young person is 18 or over these questions should be directed to the young person rather than the parent/carer unless the parent/carer advocacy for the young person or the young person has requested input from the parent/carer.

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

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

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

SECTION 7 - Resources

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

OR

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

OR

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

SECTION 8 - Log of external practitioner's involvement

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

SECTION 9 - Supporting information

Please enter any supporting information below