

Policy reviewed by: Lisa Culligan
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Crawley Ridge Junior School



Special Educational Needs and Disability (SEND) Policy

Crawley Ridge Junior School (CRJS) has a named Inclusion Leader (Mrs Lisa Culligan) who is an experienced teacher and who has been the SENCo at the school since 2006. The school also has a named Governor responsible for SEND & Inclusion. They ensure that the Crawley Ridge Special Educational Needs and Disability (SEND) Policy works within the guidelines and inclusion policies of the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#) (SEND Code of Practice) (2015), the Local Education Authority and other policies current within the school.

MISSION STATEMENT

At CRJS pupils are valued for all aspects of their life and learning. Our aim is for all pupils to develop their self-esteem and confidence so that on leaving our school they are equipped with core academic, social, emotional and behavioural skills that they will be able to use in their future. The School has high expectations for all pupils and we provide teaching and learning experiences that target each pupil's needs so that they can achieve at his/her highest possible standard. We are committed to inclusion and removing any potential barriers to learning and participation. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all pupils. We 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 differentiated curriculum.

Crawley Ridge Junior School aims:

- To create an ethos where pupils are valued for all aspects of their life and learning.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that each pupil develops to his/her highest possible standard.
- To ensure early identification of pupils with special education needs.
- To effectively assess and monitor the needs of SEND pupils.
- To provide Quality First Teaching that generates learning experiences which target the needs of each pupil.
- To foster a close and effective partnership between parents, school and outside agencies.
- To ensure that the views of pupils with special needs are listened to and valued.

Aims of the Crawley Ridge Junior School SEND Policy:

To take reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.

- To ensure that pupils with Special Educational Needs (SEND) engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles of Quality First Teaching.
- 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 differentiated curriculum, to better respond to the four broad areas of need identified in the Code of Practice (September 2014):
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in co-operative and productive partnership with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion:

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to pupils’ needs by:

- Providing support for pupils who need help with communication, language and literacy.
- Planning to develop pupils’ understanding through the use of all available senses and experiences.

- Planning for pupils' full participation in learning, and in physical and practical activities, working from the pupil's secured skills, knowledge and understanding.
- Helping pupils to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions and to take part in learning.

The Headteacher and Inclusion Leader are responsible for monitoring the implementation of the policy throughout the school. The Local Academy Board (LAB) has the ultimate responsibility for monitoring the policy. The Designated Governor for SEND & Inclusion regularly liaises with the Headteacher and Inclusion Leader.

The Headteacher

The Headteacher is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND Policy
- The allocation and effective use of the SEND budget

The Inclusion Leader

The Inclusion Leader is responsible for:

- Day to day operation of the SEND policy
- Liaising with and advising teachers and Special Needs Assistants
- Co-ordinating provision for pupils with SEND
- Maintaining a list of pupils with SEND
- Co-ordinating the additional teaching and learning support for those identified through the implementation of the SEND Code of Practice
- Overseeing the writing, distribution and review of SEND Support Arrangements Plans
- Liaising with parents of pupils with SEND (along with class teachers)
- Liaising with external agencies
- Contributing to the in-service training of staff
- Keeping resources under review
- Overseeing the records of all pupils with SEND
- Overseeing the implementation of special arrangements for KS2 tests.

INFORMATION

What are special educational needs or a disability (SEND)?

At CRJS we use the definition for SEND and for disability from the SEND Code of Practice (2015, p. 16-7). This is summarised below –

Special Education Needs (SEN): *A pupil has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many pupils 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

includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The kinds of special educational needs for which provision is made at CRJS:

Pupils with SEND have different needs, but the general presumption is that all pupils with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Crawley Ridge Junior School. We will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at our school. At CRJS we make provision for pupils with learning difficulties, communication problems, emotional and behavioural difficulties and with physical disabilities and sensory impairment. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need.

For pupils with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child, or
- The attendance of the child there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the LA will send the head teacher and the LAB a copy of the EHCP and then consider their comments very carefully before their final decision on placement is made. In addition, the LA must also seek the agreement of the school, where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs would be better met in specialist provision.

Prior to admission, it is the School's policy to contact parents and visit a child with an EHCP in their first school to enable successful integration into a supportive environment.

Identification and Provision Arrangements: How does our school know if pupils need extra help?

Provision for pupils with special educational needs is a matter for the whole school. The LAB, the school's head teacher, the Inclusion Leader and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of pupils with special educational needs. At CRJS, we are committed to the early identification of pupils with special educational needs and effective targeted intervention to support them. The School maintains a list of pupils with SEND which is reviewed each term. Class teachers are given information about SEND pupils in their class at the beginning of the year and liaise with the Inclusion Leader to ensure that appropriate provision is made within classroom activities for each child. Access to the whole curriculum for SEND pupils is ensured through specific differentiation, support groups and additional adult support.

We know when pupils need help if:

- Concerns are raised by parents/ carers, external agencies, teachers or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening and baseline assessments, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction

- 2. Cognition and learning
- 3. Social, mental and emotional health
- 4. Sensory/physical
- A pupil asks for help.

Transfer arrangements and liaison with feeder schools provide initial identification of pupils with special educational needs. Key Stage 1 SATs results are also an important indication of SEND in Year 3. Pupils with SEND may also be identified through parental information, the Class Teacher's observations, records and assessments or through referrals from outside agencies.

The school will assess each child's current abilities and levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's early school years. These baseline assessments will include tests of non-verbal reasoning skills, auditory and working memory as well as phonological awareness, reading, writing and maths skills. If the child already has an identified special educational need, this information will be transferred from their Key Stage 1 setting and the class teacher and Inclusion Leader will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps for the child's learning.

All pupils in the school are assessed for reading, writing, spelling and maths throughout the year: ongoing teacher assessments are recorded each term.

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| <ul style="list-style-type: none"> • Autumn Term | <ul style="list-style-type: none"> • Baseline assessment of year group National Curriculum word lists. • Baseline assessments in reading, writing and maths. • Y3 baseline assessments also include tests of phonological awareness. |
| <ul style="list-style-type: none"> • Spring Term | <ul style="list-style-type: none"> • Assessed writing tasks. • Half termly assessments in maths, reading and writing. • End of unit or of topic foundation subject assessments. |
| <ul style="list-style-type: none"> • Summer Term | <ul style="list-style-type: none"> • Assessed writing tasks • Half termly assessments in maths, reading and writing. • End of unit or of topic foundation subject assessments. |

Additional assessments that may also be used are: British Picture Vocabulary Screening (BPVS), Non-word Reading Test, PhAB Naming Speed and PhonicsBooks diagnostic tests.

Any child who achieves below his/her predicted end of year targets for attainment in relation to their potential ability are considered a concern and in need of differentiated work. Pupils' attainments are tracked using the whole school tracking system on ScholarPack and those failing to make expected progress are identified very quickly. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific interventions put in place and monitored for a period of up to half a term. If no progress is noted after this time the child may be added to the school SEND register with parental permission. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and the Inclusion Leader. Additional action to increase the rate of progress will then be identified and recorded, including a review of the impact of the differentiated

teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. A record of the support received and strategies used with the pupil are recorded on an Individual Learning Plan.

What should a parent do if he/she thinks their child may have special educational needs

A parent who has a concern about their child must, in the first instance, discuss these concerns with their child's class teacher. This then may result in a referral to the school Inclusion Leader. An appointment to meet with Mrs Culligan can be made through the school office. Parents may also contact the Headteacher, Mrs Knight if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Resources: How will our school support a child with SEND?

Pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. The school will adopt a graduated response in order to support pupils with special educational needs. It is the Inclusion Leader's responsibility to ensure that records are kept of all support and interventions and that these records are available when needed. The main resource for pupils with SEND is staffing. Additional resources for materials are available and are targeted annually towards specific areas within the curriculum. The School has experience in supporting pupils with a variety of needs and as a result has resources of additional materials which enable the teaching of English, maths and the development of social skills and well-being in small group situations or with individuals.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced and to increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team (including the Inclusion Leader) and by external verifiers.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
4. Teacher meetings with the Inclusion Leader to provide advice and guidance on meeting the needs of pupils with SEND.
5. Pupil and parent feedback on the equality and effectiveness of interventions provided.
6. Attendance and behaviour records.

Action relating to SEND support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Leader.
3. **DO:** SEND support will be recorded on an Individual Learning Plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that consider parents' aspirations for their child. SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for SEND pupils. Parents and the pupil will also be consulted on the action they can take to support

attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Pupil's individual progress is evaluated by:

- Measuring progress as shown in standardised tests
- Assessing how pupils are able to transfer competently from Year to Year and to KS3
- How successfully they are achieving their Individual Learning Plan SMART targets
- Considering parental opinion about progress
- Judging pupils' self-esteem and self-belief.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to any of the agencies listed on pages 12 of this policy.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Inclusion Leader and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

The Nature of Intervention:

The Inclusion Leader and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of pupils being withdrawn to work with the Inclusion Leader or with TA support.

- Extra adult time to devise/ administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

The Role of Special Needs Support Staff:

Support for individual pupils, or groups of pupils, is supplemented by the School's Special Needs Support Staff and Teaching Assistants. Pupils with an EHCP are often supported by a Teaching Assistant/ Special Needs Assistant (TA/ SNA) according to the levels indicated on their EHCP. Pupils with SEND but without an EHCP are supported by their class teacher, teaching assistants and the Inclusion Leader.

How are the school's resources allocated and matched to pupils' special educational needs?

The school is allocated from the Local Authority (LA), funding which is to be specifically used to support the learning of pupils with SEN.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website.

If parents wish to discuss options available for their child, they are welcome to make an appointment to see the class teacher, Inclusion Leader or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Inclusion Leader, class teacher and parent.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

School Request for Education Health and Care Plans (EHCP):

A request for a statutory assessment will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Completion of the Surrey SEND Arrangements form.
- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for an EHCP will be kept fully informed of the progress of the referral.

Partnership with parents:

Partnership plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Pupils with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and the special educational needs information report, including the arrangements made for pupils in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

How will parents be involved in discussions about and planning for their child's education?

We encourage parents to make an active contribution to their child's education. This will be through:

- Discussions with the class teacher, Inclusion Leader or senior leadership team member.
- Parents' consultation meetings
- Meetings with support and external agencies

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are concerned about any issues regarding the school's response to meeting these please contact the following:

1. Your child's class teacher.
2. The Inclusion Leader.
3. The Headteacher.
4. If you remain concerned, please contact the School Governor with responsibility for SEND, via the school office.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher, Inclusion Leader, Deputy or Headteacher to resolve the issue before making the complaint formal to the Chair of the LAB (see the Complaints Policy on the school website).

Resolving Disagreements

The SEND Code of Practice (2015) outlines procedures for resolving disagreements in Chapter 11.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on:

Information regarding the training of staff:

The Headteacher and the Inclusion Leader have responsibility for the co-ordination of the in-service training of staff with regard to SEND. This may involve:

- In-service training day (INSET) sessions highlighted in the School Development Plan
- Workshops involving external agencies
- INSET and workshops for non-teaching staff involved with SEND throughout the school.

Individual teachers and teaching assistants are encouraged to attend courses relevant to the current needs of pupils in their class.

However, the school leads training for all staff to support continual professional development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Leader regularly attends the LA, Surrey Heath Cluster and TAMAT SENCO network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs. Specialist equipment will be considered on an individual basis.

In the last year members of staff have undertaken basic level training in the understanding of mental health issues, as well as on meeting the needs of pupils with Attachment Disorder and on Emotion Coaching. Staff have regular updates on strategies for working with pupils who have autistic spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), or Oppositional Defiance Disorder (ODD). They are also trained in recognising and supporting pupils who display traits of dyslexia, dyscalculia and working memory difficulties, as well as pupils with hearing impairment. Teaching assistants have also attended training on supporting effective interventions in maths and English. Three teaching assistants are also trained as Emotional Literacy Support Assistants (ELSA's). Several members of staff are trained in Positive Touch techniques.

Monitoring and evaluating individual progress: How will parents know how their child is doing?

Pupils with SEND are continually monitored through the school. The Inclusion Leader, together with the relevant teacher(s), ensures concise objectives with SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for SEND pupils. These targets form part of the Individual Learning Plan that will be compiled for each SEND pupil. The targets will be monitored and reviewed by the class teacher, support teachers, Inclusion Leader and other support staff once per term.

Pupils are also encouraged to be involved in the monitoring and assessment of their progress as it is essential to promote self esteem if educational progress is to be made. Each SEND pupil is involved in assessing their achievements and identifying their future needs. Their views are recorded on their Individual Learning Plan.

It is vital that parents are also involved in the monitoring of their child's progress. Educational targets are discussed with parents and their views are incorporated on their child's Individual Learning Plan. Parents of pupils with SEND are encouraged to keep in close contact with the school. Progress towards the identified outcomes will be shared with parents termly through Parent Consultation Evenings and Review Meetings. Parents are encouraged to arrange an appointment

to discuss their child's progress with the class teacher and/or the Inclusion Leader at any time if they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

How will parents be helped to support their child's learning?

The class teacher or the Inclusion Leader will work with parents to suggest additional ways of supporting a child's learning. Parents can also contact the inclusion Leader if they would like access to resources or further support for their child. The school also organises parent workshops during the year which may be of help.

How the school supports the overall well-being of pupils:

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being. These interventions are delivered by the school's ELSA's
- A few pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills
- CRJS staff are trained in core mental health awareness through the Targeted Mental Health in Schools (TaMHS) Approach, underpinning the work undertaken within the school to support pupils' well-being and mental health.

Pupils with medical needs:

Pupils with medical needs are provided with a detailed Health Care Plan, compiled in partnership with the school nurse and any outside agencies, the Inclusion Leader and parents (and, if appropriate, the pupil themselves).

Staff that administer and supervise medications have completed formal training. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within [Supporting pupils at school with medical conditions](#) (DfE, 2015).

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all pupils to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

There are disabled toilet facilities on both levels of the school.

A ramp to the hall has been built to enable wheelchair access to lower ground level classrooms.

Preparation for transition:

A number of strategies are in place to enable effective pupils' transition between schools. These include:

- A planned transition programme is delivered in the Summer Term to support transfer for pupils starting school in September.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Leader meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

When transferring to secondary school all pupils and their parents have opportunities to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

The Transfer Review Meeting in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents are encouraged to consider options for the next phase of education and the school involves outside agencies, as appropriate, to ensure information provided is comprehensive and accessible. Accompanied visits to other providers can be arranged as appropriate. For pupils transferring to local schools, the Inclusion Leader's/SENCo's of both schools meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of pupils who leave CRJS mid-phase are transferred within five working days of the parents notifying their child has been enrolled at another school.

The use made of teachers and facilities from outside the school. The specialist services that are available at CRJS:

It is the responsibility of the Inclusion Leader and the Headteacher to liaise with feeder schools and outside agencies to ensure continuity of support for pupils identified with Special Educational Needs. The following are the external specialists who are available to support the School in SEND:

- Educationalist Psychologist. Utilised according to the LEA policy
- Learning & Language Support Service – used as an advisory service for extra assessment, diagnosis and offering strategies
- Speech & Language therapist
- Behaviour and Pupil Support service
- Physical & Sensory Support Service
- Family Support/ Social Care
- Links with all medical/social services agencies as needed –
 - Surrey Children's Services
 - Family Information Service
 - Psychiatric advice
 - School nurse/ Doctor
- Links with Carwarden House and Freemantles Special schools
- English as an Additional Language Support teacher. (REMA).
- Outreach teachers from special schools, e.g. Carwarden House and Freemantles
- School nurse.
- Child & Adolescent Mental Health Service (CAMHS)
- Surrey Inclusion Team
- Social Services.

Support services for parents of pupils with SEND include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all pupils and young people with SEND. The contact on the nearest PPS can be located via <http://www.parentpartnership.org.uk/>

- The PPS also provide information on how to access an Independent Supporter for those parents whose pupils are being assessed for an EHCP. The Independent Supporters aim to provide guidance to parents regarding the process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>
- Information on the Local Authority's Local Offer can be found here <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Storing and Managing Information:

Information is stored on the Staff secure server and in locked filing cabinets in the Inclusion Leader's office. The information is shared with staff working with the pupil. Year group folders on the server include information on target-setting, provision maps and pupil progress reviews, as well as pupil Individual Learning Plans (ILPs). This information evidences the plan, do, review cycle that we follow for all pupils with SEND.

At the end of each year, transition meetings between staff ensure that relevant information is passed on to the next class teacher and that transition is efficient and effective.

When a pupil moves to another school the records are photocopied and archived. The originals are passed onto the new school.

Evaluating the Effectiveness of the Policy:

Our success criteria are as follows:

- All staff aware of the contents of the policy and the procedures contained within it
- Pupils with SEND will be identified early and correctly
- Effective provision made for all pupils with SEND
- Continuous monitoring of pupils' progress in relation to targets set
- All pupils will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- Pupils will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, School and outside agencies
- The views of pupils will be valued and considered.

In order to achieve these criteria, the policy is subject to a regular cycle of monitoring, evaluation and review. The Inclusion Leader, Headteacher and Governing body evaluate the effectiveness of the policy against the principles and objectives set out within the policy.

L Culligan