

# Godstone Primary and Nursery School



## Special Educational Needs and Disabilities (SEND) Policy

**REVIEW DATE:** November 2024

**REVIEWED BY:** Governing Body

**NEXT REVIEW:** November 2025

**WRITTEN BY:** Nick Usher

Headteacher: Nick Usher  
Chair of Governors: Liam McGivern

## **1. Aims and Objectives**

### **1.1 Aims**

At Godstone Primary and Nursery School all children, regardless of their particular needs, are provided with inclusive, high quality teaching which will enable them to make the best possible progress academically. Socially and emotionally we strive to ensure that all children feel that they are a valued member of the wider school community. Our aims are:

- That all children experience High Quality Teaching.
- To ensure that the special educational needs of children are identified, assessed and provided for
- We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give children with SEND the support they need to ensure their full inclusion.
- Ambitious, educational and wider outcomes will be set for the children, in collaboration, with parents, carers, external professionals and the child.
- We want all children to become confident individuals who will be able to make a successful transition onto the next phase of their educational journey and into adulthood.
- To create an environment that meets the special educational needs of each child
- To make clear the expectations of all partners in the process
- To ensure that parents and carers are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process

### **1.2 Objectives**

To ensure a clear process for identifying, assessing, planning, providing and reviewing provision for children who have special educational needs and disabilities with children and their parents/carers at the centre of this process.

To develop effective whole school provision management of universal, targeted and specialist support for children with special educational needs and disabilities.

To deliver a programme of training and support for all staff working with children with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, 2015.

To develop closer links with parents and carers to ensure effective communication and co-production of policies and practice relating to children with SEN and disabilities.

## **2. Purpose**

Godstone Primary and Nursery School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. Our school vision, 'Inspirational learning for life', embraces inclusive education. We provide a broad and balanced curriculum for all children and respond vigorously to children's diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference, recognises achievements of every kind and hold the highest possible academic aspirations for all children.

## **3. Legislation and Guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

#### 4. Key Roles and Responsibilities

##### 4.1 The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about their child's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet each child's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **4.2 The governing board/board of trustees**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every CHILD with SEND gets the support they need
- Make sure that CHILDREN with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any children with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

#### **4.3 The SEND link governor**

The SEND link governor is Clare Thurman. The SEND governor will:

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

#### **4.4 The headteacher**

The headteacher will:

- Work with the SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **4.5 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet a child's needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the child and the school
  - Listen to the parents' concerns and agree their aspirations for the child

#### **4.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Be provided with a termly Individual Provision Map (IPM) for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the child.

#### **4.7 The pupil**

The children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

## 5. Definition of SEND

At Godstone Primary and Nursery School we use the definition for SEN and for Disability from the SEND Code of Practice (January 2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **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 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.**'

As a school we are clear that a child with a physical disability may not have SEN but may require support and provision to ensure their full access to the curriculum and ability to reach their full potential.

## 6. Identification of Needs

At Godstone Primary and Nursery School we recognise the four 'broad areas of need' outlined in the SEND Code of Practice:

### 6.1 Communication and Interaction – Speech Language and Communication Needs (SLCN)

Children and young people with 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 issues with language, communication and imagination, which can impact on how they relate to others.

### 6.2 Cognition and Learning

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

### 6.3 Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn/isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health needs 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.

#### **6.4 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 needs 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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing needs. 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.

At Godstone Primary and Nursery School we will identify the needs (some of which are outlined above) of each pupil by considering the whole child, which always go beyond their special educational needs. These will be considered in all aspects of school life, notably: the curriculum, communication, social and emotional well-being, extra-curricular activities and identifying and celebrating strengths. Through considering the 'whole child' we aim to set out arrangements that address each child's individual needs and strengths and ensure their full inclusion in the school community.

#### **7. A Graduated Approach to SEND Support**

At Godstone Primary and Nursery School we have held a long-term belief that all our teachers are teachers of SEND. High Quality Teaching and inclusion is something that all children should experience, regardless of their position on the SEND register. Class teachers ensure that planning is targeted to incorporate the strengths and interests of children at a level that supports progress. Teachers will use a variety of strategies to ensure that all lessons are accessible to our SEND children. This will involve differentiated questioning and tasks, the use of resources to support independent work and understanding, ensuring planning considers how the curriculum is organised and delivered to engage interest and incorporate different learning styles and behaviours. It will also involve behaviour management and reward systems, close assessment and tracking to quickly identify where a child is struggling or excelling in order that teachers can quickly respond and the use of the adults in the room to support progress and independence.

We define High Quality Teaching/ Quality First Teaching as:

High quality, inclusive teaching for all pupils in a class.

This includes, but is not limited to: high expectations for all, careful planning that takes into account the range of needs within the class, high quality behaviour for learning strategies in place, that the environment is a 'safe space' for all learners with positive relationships between adults and children and peer to peer, resources are used to support communication and reduce barriers to learning, whole class strategies that benefit all learners, where high quality targeted questioning is used to engage all learners, that specific modelling and scaffolding techniques are used, where the independence of the children is maximised, where all adults have a clear role, where a range of strategies are used to support outcomes,

where outcomes are clear and specific praise is used and where adults understand the needs of the learner.

Our class teachers work closely with our support staff (teaching assistants – TA's and Special Needs Assistants – SNA's) to communicate key information about a child's progress. Our teachers are able to meet with support staff at a designated time on a weekly basis to discuss important issues relating to children's progress, building on what is working well and reflecting on areas that might need further support or a fresh approach. Staff continue to work closely across the week. Excellent work is being done within our interventions, but we are aware that no amount of intervention work can take the place of good quality teaching and we ensure that our children receive both.

We have a number of ways to monitor the progress and outcomes for all pupils. Assessments take place for all children each term. The results of these are monitored carefully by class teachers and the Senior Leadership Team, the results of which are discussed at our pupil progress meetings which are also held each term. Our SENCo attends these meetings to discuss the progress of our SEND children and to support teachers where progress may not be at the expected level. Additionally, all interventions are 'tracked' using monitoring forms that set clear targets and are reviewed at regular intervals to ensure the interventions are working and that new targets are set when necessary. These targets are also detailed on childrens' *Individual Provision Maps* and shared with parents/carers on a termly basis.

All teaching and learning is closely monitored at our School. Teachers are regularly observed by members of the Senior Leadership Team to ensure that **all** children are experiencing good and outstanding teaching. Our SENCo carries out additional monitoring to ensure that our SEND children are experiencing quality teaching, inclusive practices and high expectations.

At Godstone Primary and Nursery School we are always looking for opportunities to enhance the knowledge and experience of all our staff. We regularly invest in further training to ensure all staff feel well equipped with the understanding and strategies to identify and support a range of needs that a child with SEND might experience. With this our staff can take a positive approach to supporting high expectations for every child.

With any provision made the child and the family have to be at the heart of the process. We strongly believe it is important for children to have a voice in the process and that communication with Parents/Carers is excellent so that all parties can work together to support the enhanced progress and inclusion of the child.

## **8. How does Godstone Primary and Nursery School decide whether to make special educational provision?**

All our staff are vigilant in identifying any barriers that may be affecting a child's progress in a variety of ways (socially and emotionally as well as academically). Our thorough tracking of assessment means that a child who is not making expected progress is quickly identified. Discussions will be held between the teacher, senior leadership team and parents/carers to consider all the information gathered so far. This will take into account the child's age and starting points, national expectations of progress and any other factors that may be affecting the child.

The evidence will include:

- Accurate formative assessments – including Surrey documentation such as the SEND Profile of Need documentation



- Internal staff moderation of progress
- Provision management outcomes
- Any specific assessments (e.g. reading)
- Observations

Where pupils have higher levels of need this is identified quickly. We have excellent relationships with specialist professionals and agencies such as Educational Psychologists, the Specialist Teaching team, Speech and Language Therapists, Race Equality and Minority Achievement (REMA) service, Occupational Therapy etc. In discussion with parents/carers we identify when referrals to outside agencies are appropriate and work closely with these agencies to ensure we can achieve the best results from their input.

### **8.1 How is the decision made to place pupils on the register?**

At Godstone Primary and Nursery School we follow the 'Assess, Plan, Do, Review' model laid out in the SEND Code of Practice. We liaise with parents and outside agencies, where necessary to carefully assess areas of need and rule out any potential barriers.

Many children on our SEND register are known as 'SEND Support' and we assess and plan carefully to ensure that each child receives the right amount and type of support for them to ensure that they experience accelerated progress and increased confidence and skills.

Some children require more specialized support and will have an Educational Health Care Plan (EHCP), formally known as a Statement.

### **8.2 Assess:**

The new SEND Code of Practice states:

"In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs"

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also 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 the assessments and guidance from other education professionals and from health and social services where appropriate.

### **8.3 Plan:**

The SEND Code of Practice states:

"Where it is decided to provide a pupils with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review"

Where SEN Support is required the teacher and SENCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents/carers will be asked to share in the monitoring of progress through any home learning.

#### **8.4 Do:**

The SEND Code of Practice States:

“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or on-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support”

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TA’s or specialist staff 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.

#### **8.5 Review:**

The SEND Code of Practice says:

“The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date”.

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

For pupils with an EHCP the school, along with the Local Authority must review the plan at least annually.

### **9. SEND Provision**

#### **9.1 What does Additional Support mean?**

Provision for our SEND children will take a range of forms depending on the particular needs of the individual. These needs many change at different stages of a child’s life. It is important to consider the changing needs of a child as they develop and grow.

SEND Support can take many forms including:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or to play with them at break time
- Developing resources that support your child to access the curriculum and work independently
- Developing individual reward systems that encourage positive social and learning behaviours and motivate the child.
- Supporting your child with physical or personal care support, such as eating, getting around school safely, toileting or dressing

## **9.2 Managing the needs of Pupils on the SEND register**

All of our children on the SEND Register are treated as individuals. The SENCo, class teachers and support staff plan carefully to support the needs of your child and to monitor and plan for any adaptations where necessary. Teaching Assistants and Special Needs Assistants work carefully with the class teacher and SENCo to keep them informed of the work being carried out with them and to seek advice where necessary.

## **10. If the school has used all of its available resources to meet the needs of child with SEND they are able to request addition funding from the local authority and/or an assessment for an EHCP?**

In order for this to take place we have to have the following evidence in place:

- A completed 'SEND Support Arrangements Document' for the child to include a 'One Page Profile'
- Completed costed provision maps
- Evidence of outside agency support and agreed actions
- Evidence from Person Centred Review meetings
- Completed SEND Profile of Need document
- Considerations taken from Surrey's 'Graduated Response' Document

Where the support for a child requires specialists from outside the school we are able to make referrals to a number of specialist services. Parents/carers are always consulted before any referral is made. Any recommendations from professionals are recorded on the child's provision map and provision is planned to ensure the child is supported in school to achieve the targets set.

The SENCo is responsible for keeping the SEND Register up-to-date and reviews the register each term. However, any changes needing to be made in between these times will be carried out. If it is felt a child should be removed from the SEND register this decision is carried out very carefully though conversations with support staff, class teacher, SENCo and parents. A thorough analysis of progress and levels of independence, confidence etc. is considered. Parents/carers will be invited to attend a meeting before any action is taken to remove them from the register.

## **11. Supporting Parents/Carers and Young People**

The school and the SENCo welcomes all parents/carers and children to contact them if they have any questions or concerns around a number of issues. Please always feel free to make an arrangement to meet with the SENCo or class teacher if you have anything you would like to discuss.

There are also a number of other ways to access information such as:

The SEND Information Report available on our website via this link [www.godstone.surrey.sch.uk](http://www.godstone.surrey.sch.uk) .

Alternatively a hard copy can be requested from the school office.

Surrey's 'Local Offer' is a valuable tool to locate advice and services in our local area to support families and young people. This can be accessed online via [Surrey Local Offer](#). Please arrange to visit the SENCo if you would like advice as to how best to use this tool and what it can offer.

We follow Surrey County Council's guidance for admission arrangements. There are not different admission arrangements for pupils with SEND who do not have EHCPs's. Children applying with EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEND Code of Practice, gaining priority admission if the school is able to provide for their needs. A copy of the admission arrangements is accessible via: <https://www.surreycc.gov.uk/schools-and-learning/schools/admissions>

We consider very thoroughly the access arrangements available during assessments and any statutory tests. We ensure that we select carefully the appropriate arrangements, keeping children and parents/carers informed and prepare them for this process to ensure that they are able to reflect their very best abilities.

Transitions happen throughout the children's time here at Godstone Primary and Nursery School. These are managed carefully to ensure children are supported and detailed information is shared. As they move between classes and key stages the SENCo and class teachers (both current and new) meet to discuss progress, barriers to learning, strengths, inclusive strategies that work well and any 'next steps' to support continued progress.

For children that find transition difficult, strategies are discussed with parents/carers, support staff, teachers, SENCo and the child (where appropriate). Careful steps are taken to prepare the child to carry out the transition positively.

When children make the transition from our school to their secondary school a number of things take place:

We complete detailed forms from the secondary school giving them key information about your child, including their strengths and what works well.

We arrange for the secondary schools to visit us where we discuss, in person the arrangements we have in place to support inclusion and progress and any other information that would enable a positive transition to the next key stage. For some children a more personalised plan may be put together to support their transition.

We ensure that parents/carers are kept informed of any additional opportunities that secondary schools may offer parents/carers and children (such as transition days or parents meetings). Where individual plans are to be put in place we ensure that parents/carers and children are part of the planning process.

### **11.1 Supporting Pupils at School with Medical Conditions**

Godstone Primary and Nursery School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Children are provided with individual healthcare plans, access to spaces such as changing and toilet facilities. We ensure that staff are fully trained to manage particular conditions and that this is reviewed on a regular basis. For more information, please view our Children's Care Policy Medical Policy which sets this out in more detail. This can be viewed via our website or a hard copy is available in our school office.

In relation to children with medical conditions, Godstone Primary and Nursery School will comply with our duties under the Equality Act 2010.

## **12. Monitoring and Evaluation of SEND**

We recognise the importance of monitoring and evaluating our own approach to SEND to ensure we are offering the best model of inclusion. This happens in a number of ways:

The SEND Governor monitors our SEND provision and ensures he/she is up-to-date with key policies and best practices. SEND is an issue that is regularly discussed and reviewed in governor committees and full Governing Body meetings.

The Governors, Headteacher/SENCo monitors and reviews our SEND funding to ensure that it is effective in meeting the needs of our children.

We ensure that our School Development Plan is identifying key areas that improves the SEND provision we offer and level of inclusion, this is reviewed throughout the year.

At key times we carry out questionnaires and surveys to gain the views parents/carers.

At regular intervals we carryout 'pupil voice' events where the SENCo meets with all children to discuss their views on the provision they experience. Teachers and support staff also meet with children at the start of the year to develop 'Pupil Passports' in which the children are able to share their views and interests.

We value any feedback we are given via external audits such as SEND Monitoring visits by Babcock4S and Ofsted inspections and use it to make effective changes to the provision that we offer.

The SENCo attends SENCo Network meetings on a regular basis where guidance and moderation is offered.

### **13. Training and Development**

The training and development of staff is a key issue for all schools. At Godstone Primary and Nursery School we consider carefully the development of our staff to ensure we are offering the best inclusive practices. This will include:

Identifying the training needs of staff through monitoring and line management meetings

INSET training for staff delivered by the SENCo, Surrey Specialist Teachers, EP's, Health professionals and Babcock 4S consultants.

We have excellent links with a variety of specialist teachers and work closely with them to ensure that we are developing the skills and training necessary to meet the needs of our children with more complex needs.

Induction is led by the SENCo for new staff in school relating to SEND Policy and Practice and ensuring that we are meeting the needs of the children they are working with.

The SENCo ensures she also considers her own professional development by attending SENCo network meetings, courses that are significant to her own development and the needs of the school and conferences in relation to SEND.

### **14. Storing and Managing Information**

Godstone Primary and Nursery School takes the issue of how information is stored and managed very seriously.

All SEND files are kept in individual children's folders which are stored and locked away only the SENCo and Head Teacher have access to this. Key elements of reports are copied and passed on to class teachers and filed in the SEND file within the classroom. Reports of a more sensitive nature would not be kept in classrooms.

### **15. Access to the policy**

You can get a copy of our policy in a number of ways:

- Via the School Website - [www.godstone.surrey.sch.uk](http://www.godstone.surrey.sch.uk)
- Request a hard copy at the school office

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

### **16. Reviewing the SEND Policy**

This policy will be reviewed by Mr Nick Usher (Headteacher and SENCO) annually before being sent to the governing body for approval. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

### **17. Comments, compliments and complaints**

We welcome and encourage good communication links with parents/carers and children as this leads to a good working relationship where all parties feel involved and valued.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### **18. Links with other policies and documents**

This policy links to the following documents:

- SEN Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Children's Care Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy