



## Special Educational Needs and Disability (SEND Policy and Practice including EYFS)

We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

St Hilary's School is committed to providing equal access for all pupils and a balanced curriculum to which they are entitled. Children with learning/SEND difficulties may at times require a more specialised programme than the majority of children of the same age, in part or in all of their school work or related activities. We place a very high priority on the need to provide the best possible education for these children, no less than for children who display no learning difficulties.

The purpose of this policy is:

1. To ensure that all pupils with learning/SEND difficulties are identified and supported in the school.
2. To ensure that there is support for teachers to meet the learning needs of all pupils.
3. To ensure that appropriate resources are available for pupils with temporary or long-term difficulties.
4. To ensure that all pupils receive the appropriate support at transition stages, either when they join or leave the school.

### Documents in support of this Policy include:

- Admissions Policy
- Assessment Policy
- Access Plan including Policy
- Complaints Policy
- English as an Additional Language Policy
- Equal Opportunities and Inclusion Policy
- More-Able and Talented Policy
- Local Offer Document

### General

A definition of SEND according to the SEND Code of Practice 2014:

"A child has special educational needs if he or she has a learning difficulty 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:

- (a) has significantly greater difficulty in learning than the majority of others of the same age

- (b) has a disability, which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools

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, maintained nursery schools, mainstream post-16 institutions or by relevant Early Years providers. For children under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition indicated above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. Long term is defined as a year or more and substantial 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 be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, Early Year’s providers, post-16 institutions, local authorities and others have towards disabled children and young people (see Disability Access Policy).

The four broad areas identified by the SEND Code of Practice 2014 are:

**1. Communication and Interaction**

Children 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 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 with ASD are likely to have particular difficulties with social interaction, which can impact on how they relate to others.

**2. Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, 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.

**3. Social, Emotional and Mental Health difficulties**

Children 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **4. Sensory and/or Physical needs**

Some children 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 with visual 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 or vision and hearing difficulties.

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

The purpose of identification is to work out what action is required, not to fit a child into a category.

#### **Framework**

The aims of St Hilary's Learning Support and EYFS Learning Support are:

- To identify and assess the children with learning difficulties as early as possible.
- To plan to meet those needs in the light of the severity and type of difficulties experienced.
- To organise strands of action so that progressively more powerful interventions can be used to meet increasing need.
- To ensure that no child is discriminated against due to any disability or learning difficulty.
- To make clear the expectations of all partners in the process.
- To create an environment that meets the individual needs of each child wherever possible and to make the necessary reasonable adjustments to ensure this can take place.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that the pupils participate in the process.
- To formulate, implement, monitor and evaluate progress on a regular basis through the review of SEND Support Plans (SSP), Individual Education Plans (IEPs), pupil profiles and testing and liaison with teachers
- To set individual targets for the child each term, which will be reviewed termly.
- To work closely with parents to ensure that they are fully involved with the process.
- To seek advice from outside agencies if the specific needs so require and after permission is obtained from parents, if appropriate.
- To work with SENCOS, Head of Setting/School to ensure the transition to and on from St Hilary's is as effective as possible.

#### **Principles**

The needs of any pupil who may have learning/SEND difficulties during, or throughout, their time at St Hilary's school must be addressed.

All children with learning/SEND difficulties should be offered full access to the curriculum at St Hilary's School. This is in line with the school's Inclusion Policy. Provision for a child with learning/SEND

difficulties should match the nature of his/her needs. There should be careful recording of a child's learning/SEND difficulties, the action taken and the outcomes.

The knowledge, views and experience of parents form a vital part of the partnership process. Learning Support is most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of their age and understanding. Support can be provided within the classroom context. In addition, it will also be given in small groups or individually outside the ordinary classroom but still with the context of the inclusive curriculum.

### **Basic Information about Provision of Learning Support**

The responsibilities of the Learning Support team consist of:

- The day to day operation of the school's SEND Policy.
- Benchmarking of all pupils and screening assessments to determine the pupil's strengths, weaknesses, learning styles, cognitive ability and attainments.
- Coordinating provision, allocating pupils to support staff within the EYFS/Learning Support department.
- Liaising with, as well as advising, colleagues and providing appropriate documentation.
- Referring to and liaison with suitable external agencies i.e. the Educational Psychologist, Early Years SEND Advisor, Occupational Therapist, Physiotherapist, Speech and Language Therapist, Optometrist, Paediatrician or Behavioural Therapist when deemed necessary and after consultation with the parents.
- Maintaining contact with parents, which includes informing parents of the wish to conduct an internal assessment or screener and obtaining written consent for particular testing e.g. PREST and DEST Screening.
- Compiling and maintaining the Learning Support Register and overseeing the records of children in need of Learning Support.
- Ensuring a SEND Support Plan (SSP) or pupil profile (Year 2 upwards) is drawn up for each pupil.
- Teaching specific programmes to children in need of support.
- Monitoring progress by standardised EYFS Trackers, ECAT and assessments and in Pre-Prep and Prep, standardised spelling and reading tests.

### **Staffing**

The department has:

- A Lead SENCO with BSc (Hons) and PGCE, responsible for Prep and shared responsibility with the EYFS SENCO for Pre-Prep, with CLANSA, Ad.Dip.Ed, PGDPSE and M.Ed.
- An EYFS SENCO, responsible for the EYFS and shared responsibility with the Lead SENCO for Pre-Prep, with a CACHE Diploma in Childcare and Education and NVQ3. Surrey CC also requires the EYFS SENCO to attend relevant courses and training to keep fully apprised of the current EYFS/SENCO practices.
- Four Classroom Assistants to support pupils with EHC Plans.

### **Graduated Response**

Early identification and intervention of learning difficulties is paramount to ensure the most effective remediation with the least disruption to the school and loss of self-esteem to the individual. In line with the Code of Practice 2014, the School will implement a Graduated Response (Assess, Plan, Do, Review) to identify learning difficulties.

Children's needs are identified from a variety of sources:

- Interviews with parents
- Information from outside agencies
- Classroom observation

- Discussion between all staff, teachers and assistants
- EYFS Profile and Observation Checkpoints
- Internal screening programmes such as PREST, Anne Locke and ECAT SALT Tool, DEST 2 for Pre-Prep pupils, MALT and a Dyslexia Screener for Prep pupils.
- Standardised testing e.g. PTE, PTM, PTS, SWST, NGRT and CAT4.
- Analysis of in-school testing

EYFS staff and Key Persons, Form and Subject teachers are encouraged to discuss both their and any parental concerns with the Learning Support team as soon as possible so that appropriate advice can be given and monitoring or assessment commence. Initially, concerns about a pupil are raised with the Lead SENCO or EYFS SENCO. As a result, the Lead SENCO or EYFS SENCO may carry out observations, analyse assessment data or ask for feedback from all staff in order to establish what, if any, additional provision is required.

Provision is reviewed continuously but particularly in the light of assessment data. For Years 1 to 6, there are two assessment weeks and results are analysed by SLT, Heads of English and Maths and Lead SENCO. Based on this discussion, there is consideration of who requires in-class support and who needs 1:1 support. Such provision is in line with the recommendations detailed within the Code of Practice 2014, Special Educational Needs Discrimination Act 2001 and Equality Act 2010.

### **ELSA**

The ELSA programme is described as follows: ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training classroom assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.

St Hilary's has two trained Emotional Literacy Support Assistants (ELSAs). Their role is to provide interventions for the children who need additional emotional support from Nursery to Year 6. From September 2020, this programme was introduced to all teachers and they are able to refer, in house, to the ELSAs if there is a child who may benefit from a short programme of regular 1:1 emotional support.

As part of their role, the ELSA trained staff will undergo regular half termly supervisions to reflect and continue best practise and liaise with a local Educational Psychologist to discuss concerns or gain ideas to implement into practice.

### **SEN Support Need**

In line with the new ways of working with SEND children developed by the Local Authority, the Graduated Response has been updated. The school has now introduced the new SEND areas of support, which are now used by EYFS, Pre-Prep and Prep. Individual Support Plans (ISPs) have been now been renamed SEND Support Plans (SSPs) and have been introduced in a phased manner. Children from Year 2 upwards have their support plans contained in a Pupil Profile document which outlines strengths, any barriers to learning and recommendations to use to support the child in the classroom, as well as the pupil's and parents' voice.

The Local Offer is now called the Graduated Response and the areas of response have been renamed:

**Code of Practice 2014** - Graduated Response February 2020.

**Level 1 Universal** – pupils are generally working at their expected level and making the required progress, but may require support from time to time.

**Level 2 School SEND Support (replaces Local Offer)** – assessment shows the pupil is not making the same progress as their peers and that they are not making the expected progress for their chronological age. In EYFS, identified pupils will have a SEND Support Plan (SSP) put in place and receive support from their Key Person. In Pre-Prep and Prep the pupils will be referred to the Learning Support Department and interventions put in place. If progress is slower than expected after the interventions are introduced, the pupil will be considered for Level 3 – Specialist SEND Support.

Following identification of possible learning difficulties, an assessment is carried out by the Learning Support Department, which may involve screening, observations or assessment tasks. After the assessment, the results are shared with the parents, Key Person or Class and Subject teachers. If individually tailored support is recommended, a SEND Support Plan will be set up. This encompasses up to four targets and the recommended actions and strategies needed to achieve them. These are in addition to or different from those provided as part of the Key Person's/teachers usual differentiated curriculum. Targets should be SMART (Specific, Measurable, Achievable, Realistic and Time bound). Appropriate classroom strategies are included to benefit Key Persons, Class teachers and pupils. Regular testing ensures progress is monitored and evaluated. There shall not be an assumption that all pupils will progress at the same rate. Monitoring and differentiation strategies are put into place to meet the individual child's needs. Progress is monitored by the Key Person, Class or Subject teacher.

**Level 3 Specialist SEND Support (replaces Enhanced Local Offer)** – assessment shows that the pupil is not making expected progress despite the interventions and support which is in place. After consultation with parents, pupils will be referred for assessment by an appropriate Specialist such as an Educational Psychologist (EP), Speech and Language Therapist (SALT) Occupational Therapist (OT) or Consultant Paediatrician.

If problems with learning persist despite this intervention and only limited progress made, in accordance with the Graduated Response advice from outside agencies e.g. an Educational Psychologist may be sought, at the parents' cost.

Any information that is gained from these professionals facilitates more effective planning. There may also be additional input directly given to the child by outside agencies. For EYFS children, Surrey SEND Arrangements will be instigated and completed by the EYFS SENCO with contribution from the child's Key Person and parents. If problems with learning continue to persist, an Early Help Assessment (EHA) may be initiated or steps taken to see if an existing EHA is in place.

**Level 4 Statutory Assessment (remains the same)** – where there is a sustained delay across the prime areas of learning after specialist interventions have been put in place and expected progress is not being achieved. Evidentially the pupil is seen to require significantly more support in order to make progress. The first step to achieve this would be to request an assessment for an Education, Health and Care Plan (EHCP)

If a child's learning difficulties are considered significant and severe, despite an appropriate intervention, a request for an EHC Plan will be made.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and his/her peers

- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to a full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

### **Arrangements for Pupils with an EHC Plan**

In this context, the term SEND is used to describe children who have a SEN Support need and resulting EHC Plan or who are going through the process of applying for this provision.

The procedure for this process, as set down by the Local Education Authority, will be carefully followed and will include providing the evidence necessary. Once the child has been granted an EHC Plan we undertake to fulfil the following:

- We ensure that the needs and objectives of the EHC Plan are met as outlined (i.e. allocated hours and appropriate support).
- EYFS SENCO/ Key Persons/Pre-Prep and Prep SENCO/Learning Support Teachers and Assistants will work towards agreed targets, outlined on an Individual Support Plan, that are completed within the classroom or on an individual basis, as appropriate to the needs of the child and reviewed termly.
- The outside agency's programme and/or recommended strategies are received by the SENCO termly with copies circulated to parents, Key Person, Class and Subject teachers and any other staff involved with child's support.
- Opportunities are provided for the Key Person, Class Teacher, LSAs and the SENCO to meet with outside agencies, e.g. Early Years SEND Advisor, Speech and Language Therapist, Occupational Therapist, Physiotherapist and Visually/Hearing Impaired Services enabling Learning Support Staff and EYFS Staff to work towards implementing agreed targets set by the outside agency.
- We ensure that the timetable includes opportunities for staff liaison. The Learning Support Assistant is available for session/sessions with the outside agency to develop skills and carry over, where appropriate. Extra 'on the job training' for Learning Support Assistants can be arranged if requested.
- Annual or six monthly EHC Plan Reviews are organised. Outside agencies' reports are obtained if they are unable to attend. We ensure that all concerned are informed of dates as soon as possible.
- To ensure smooth working, dates for outside agencies' visits to discuss an overview of provision are agreed and arranged at the beginning of each term.
- A quiet room is provided, free of interruptions, reserved for outside agency visits. If a child is off sick/on a trip, the outside agency is informed.
- If a child's needs change and we cannot meet these needs, we liaise with the EYFS SEND Advisor/Case Worker or assigned Educational Psychologist to seek an interim review.

### **Communication**

The Class Teacher or EYFS Staff remain responsible for liaising with parents on a day-to-day basis. Parents can, however, always make an appointment with the Learning Support Department to discuss issues relating to the specific needs of their child. Parents are fully informed of the provision made and advice given on how they can best support their child at home. Parents are invited in termly or half termly (or more frequently if deemed necessary) for a review meeting to discuss progress and to formulate new targets.

### **Pupil Participation**

In addition, the child's views also form an important part of the whole process of meeting his/her needs. Almost all children seen for assessment can articulate their difficulties to a degree, dependent on age and self-awareness.

We encourage active participation and try to foster an awareness of how each child can work towards improving his/her skills with our help. We encourage each child with special needs to make judgements about his/her own performance against those targets set in both the SSP or pupil profile and to offer them an opportunity to put forward their own suggestions.

Learning Support staff work closely with the Key Person, Form or Subject teachers and LSAs through meetings and written communications about the pupil's individual needs and progress, to ensure that learning is differentiated according to the needs and learning styles of each pupil.

Arrangements for individual lessons are monitored by the Learning Support Department and Class/Form Teacher to ensure that the child's access to the wider curriculum is not unduly affected. A rotational system is used to avoid the constant missing of one particular subject. The differentiation strategies within the classroom will continue and be adapted in the light of detailed screening reports and advice from specialist support staff.

A list of pupils receiving Learning Support in EYFS, Pre-Prep and Prep, are recorded on the relevant Learning Support Registers. This information is available for all relevant staff on the teachers shared area (L: drive) and is reviewed termly. There is also a Pupil Information document available to teaching staff which records the salient information and recommendations from EP Reports, other assessments and Outside Agency Reports, for use in planning etc. Copies of pupil profiles and SSPs are also available in the teacher's shared area as well as in each child's Learning Support file, providing easy access for EYFS staff, Form or Subject teachers throughout the school. Staff are informed when new screening and assessment reports are available on the system and a copy is also placed in the Learning Support files. The SSP's are being developed and changed to record more detailed information that is more easily available to both teachers and parents.

### **Admission Arrangements**

It is the policy of St Hilary's School to admit children without discrimination or selection, in accordance with the published criteria. Please see the Admissions Policy for further information.

### **Resources**

The Learning Support Department uses its annual budget to update and extend resources. New resources are regularly added to the existing ones. These include:

- Literature for staff development in specific areas e.g. Asperger's Syndrome
- Assessment materials
- Materials, games and ICT software for use with children
- Resources to aid children's access to the curriculum e.g. writing slopes, reading rulers and coloured overlays
- Numeracy materials – printed materials and games

At the present time the resources are kept in Kindergarten and the Learning Support Rooms.

### **Staff Development**

St Hilary's School is committed to the development of the staff in the following ways:

- To provide staff with the opportunity to take part in courses concerning special needs.
- Through the use of staff meetings, to provide information on any child placed on the Learning Support Register or any other child causing concern.

- To liaise with external agencies to inform and support staff and to look at the possibility of their input into a staff meeting.
- To organise regular and relevant INSET meetings to further advise and inform staff on how best to help children with special educational needs.

### **Meeting the Needs of the More Able and Talented Child**

The needs of the more able and talented child will be met in the classroom setting. Children with recognised abilities and/or talents will be given the opportunity, encouragement and challenge to extend their skills through a variety of activities. This will involve differentiation within the EYFS staff and teacher's presentation of information, materials, level of questioning and expectations of performance. The aim is to extend and expand the more able and talented children and thus enrich their education (see Policy for More Able and Talented Pupils).

### **Partnership with Parents**

The partnership with parents is an important feature in all areas at St Hilary's. The Learning Support Department operates an 'open door' policy for parents, to provide additional information and support. Parents of children receiving one-to-one support are offered a termly meeting to discuss and sign their child's SSP or pupil profile and review targets and progress.

### **Links with Other Schools**

The school recognises the importance of close contact with other schools as SEND pupils move between the stages of education or move areas. When pupils leave St Hilary's, full reports and records are sent on to their future schools (for children in EYFS parental permission is obtained prior to the information being sent), thus ensuring a continuity of approach. A transition programme is formulated for SEND children if required and staff from their schools are also invited to come and see the children within the setting and meet class teachers or EYFS staff. When pupils join St Hilary's, the records from their previous schools are detailed and recorded and communication made with these schools if deemed necessary.

### **Behavioural Difficulties**

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning or physical or sensory difficulties. If concerns are raised, a pupil can be referred to a Behavioural Therapist, Psychologist or Early Years SEND Advisor with the parent's agreement. If ADD/ADHD is suspected then the pupil can be referred to a local Child and Adolescent Psychiatrist or Counsellor through their G.P.

### **Complaints Procedure**

It is assumed that any complaint will be received in the first place by the EYFS Staff or Class Teacher. If the parent is not satisfied with the response given with regard to a Learning Support issue, then they would go to the EYFS SENCO/Lead SENCO. Serious concerns would go to the Headteacher (see Complaints Policy).

**Reviewed:** June 2019, May 2020, June 2021, June 2022, January 2023, June 2023, June 2024, July 2025

**Next Review Date:** June 2026

**Persons Responsible:** Mrs Lucy Mathieson (Lead SENCO) and Mrs Emma Hill (Head of Interventions)