

## KEY PERSONS FOR SEN/INCLUSION:

Inclusion Leader – Charlotte Sweeney-Gillings

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SEND Governors – Fiona Torley & Louise Ray-Hill

Senior Leadership Team representatives for SEND – Charlotte Sweeney-Gillings

The LAB (Local Academy Board) and staff of Connaught Junior School are committed to providing a personalised education that brings out the best in every child. We ensure that all pupils have access to a broad and balanced curriculum, differentiated to meet individual needs, and therefore enabling every child to reach their full potential and to develop as caring, confident and committed individuals. Central to this is the inclusion and progress of all children with additional needs; every teacher is a teacher of every child, including those with SEND or other needs.

## AIMS AND OBJECTIVES

To ensure the following whole-school aims:

1. All children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
2. All children are given equality of opportunity to participate fully in school activities
3. All children have opportunities to meet personal standards of excellence
4. Removal of barriers to learning and achievement
5. Children's views are valued and listened to
6. Maximum opportunities for effective inclusion throughout the school to develop children's independence, as appropriate to their level of need

To ensure the following SEND specific aims:

1. Compliance with the Special Needs Educational Needs and Disability Code of Practice, 2014
2. Appropriate provision for children with SEN and/or disabilities
3. Early identification of special educational needs
4. Effective assessment and monitoring of needs
5. A relevant graduated response to pupils' special educational needs
6. Close and effective partnerships between parents, school and outside agencies
7. Access to relevant SEND training for staff

Headteacher: Miss S McGann

Deputy Headteacher: Miss K Whiting

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## WHAT ARE SPECIAL EDUCATIONAL NEEDS?

The SEND framework (Section 312 Education Act 1996) defines children as having special educational needs and/or disabilities if they have a learning difficulty which requires special educational provision to be made for them.

*Children have a learning difficulty if they:*

- *Have a significantly greater difficulty in learning than the majority of children of the same age;*
- or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age*

*(Section 312, Education Act 1996)*

Connaught Junior School aims to meet the needs of most children through QTF – quality first teaching. The school recognises that there may be a number of factors which impact on children’s progress and attainment, and that these may not necessarily mean that a child has a special educational need. For example:

- Disability
- Attendance and punctuality
- Health and welfare
- Learning English as an additional language
- Being a ‘Pupil Premium’ pupil
- Being a Looked After Child

At Connaught, we have a Designated Teacher for Looked After and Previously Looked After Children: this is Charlotte Sweeney-Gillings (Inclusion Leader). Mrs Sweeney-Gillings is responsible for managing the provision of LAC and previously LAC to ensure that their needs are accounted for and catered for, regardless of whether they have SEND. This will involve liaising with school staff and outside agencies to implement and oversee specific provision in order to promote their educational achievement, wellbeing, and emotional development. The DT has overall responsibility to ensure that high expectations of all aspects of the Looked After/Previously Looked After Child’s achievement are promoted by all school staff and agency professionals.

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## **IDENTIFICATION OF SEND**

The purpose of identification of special educational needs is to consider what additional action, if any, the school needs to endeavour to make so that the child makes good progress; it is not purely to fit a child into a category. Connaught Junior School considers the needs of the whole child in doing this.

The school follows the SEN Code of Practice (2014) and criteria for SEN. Within the Code of Practice, SEN is divided into 4 types:

### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASC (autistic spectrum conditions) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **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 difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

### **3. Social, mental and Emotional 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 or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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

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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. 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. 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. Children may have difficulties in one or more of these areas. These difficulties may be long-term, or transient (short-term).

*Behavioural difficulties, slow progress and low attainment do not necessarily mean that a child has a SEND and should not automatically lead to a pupil being registered as having SEND. Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

## **SEN and Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

1. We must not directly or indirectly discriminate against, harass or victimise disabled children.
2. We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Equality Policy can be found on the school website.

## **SEN and Medical Needs:**

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The school recognises that children with medical needs should be properly supported in school so that they have full access to education. Some children with medical needs may be disabled and, where this is the case, the school complies with its duties under the Equality Act 2012.

Some pupils with medical needs may also have SEN, and those with significant needs across health and education may have an Education Health and Care Plan (EHCP) which brings together their needs and provision needed to support them.

Further details about how Connaught supports children with medical needs can be found under our Medical Needs policy on the school website.

## A GRADUATED APPROACH TO SEND SUPPORT

The majority of pupils at Connaught Junior School make good progress through high quality first teaching provided in class, day-to-day. Teachers are responsible and accountable for the progress and development of all pupils in their class, and the school expects that most lessons will be differentiated appropriately to meet the needs of pupils within the class. We have a strong emphasis on children developing their independence in learning, and so this means that we expect all pupils to work independently some of the time, relevant to their needs and levels of learning.

Additional support cannot compensate for lack of good quality teaching, and so this is key to the provision we provide to every pupil at Connaught. As a school, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations and drop-ins, work scrutiny, moderation, and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and quality first teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress is Quality First Teaching targeted at their areas of development. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful

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transition to adult life. The Code of Practice suggests that pupils are only identified as having a special educational need if they do not make adequate progress once they have had all necessary adjustments made to good quality differentiated teaching. Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

When deciding if a child has a special educational need, and what provision is needed, Connaught follows an **Assess-Plan-Do-Review** cycle.

## *Assess*

In identifying a child as needing SEN support the class teacher, working with the Inclusion Leader, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The Surrey 'Profiles of Need' have been adapted by Connaught to aid identification of SEND. School will take seriously any concerns raised by a parent.

## *Plan*

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the Inclusion Leader should agree interventions and support to be put in place. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with appropriate skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Target outcomes and the actions in place to support these outcomes are recorded on a termly ILP (individual learning plan), along with pupil voice.

## *Do*

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-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 learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## *Review*

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The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the school's pupil progress monitoring cycle – ILPs are reviewed termly and the child is very much a part of the process. The class teacher, working with the Inclusion Leader and/or Head of Year, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes and inform pupils and parents.

Where a pupil has an Education and Health Care Plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

## THE SEND REGISTER

As much as possible, and in line with processes detailed above, the school aims to carefully monitor children before adding them to the school's SEND register. This is so that children are not over-identified as having a SEND, and added unnecessarily. Where a concern has arisen about a child's progress, and during the process of monitoring the child, the school may decide to provide short-term additional to or different from provision (e.g. small group intervention), with an aim to help the child narrow the gap quickly, so that further SEND provision is not needed.

In line with the Code of Practice 2014, the majority of children are identified on the SEND register in the single category of '**SEN Support**'. This single category replaces the previous two categories of School Action and School Action Plus, which no longer exist. As mentioned above, in 2019 Surrey released their 'Profiles of Need' for each area of SEND as part of their Graduated Response model. These materials are used as part of the process when deciding if a child should be placed on the SEND register, or auditing if they should remain on the register. Surrey also released the 'Ordinarily Available Provision' document which is used to identify possible strategies to support a range of barriers/needs in the classroom.

***In general, when the child's needs relate primarily to learning, Connaught will only look to add children to the school's SEND register if their learning is at least a year below age related expectations. For children where the gap between them and their peers is only very small, the school will plan to meet their needs through high quality day-to-day class teaching. These children will continue to be carefully monitored to ensure that the gap does not widen.***

***Connaught also looks carefully at the progress children are making. Where children do not make progress in a core curriculum area over two terms, they may also be added to the school's SEND register.***

***In addition, the school also recognises that some children may have needs in areas other than the academic. Where these needs have a significant impact on the child's access to the curriculum,***

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***and/or on the progress that the child is making, they will also be added to the school's SEND register.***

***Where children have an identified specific learning difficulty which is acting as a barrier to their learning, the school will add these pupils to the SEND register. For children with a specific learning difficulty, who are working around age related expectation and making satisfactory progress, the main emphasis will be on additional in-class differentiation and relevant strategies to help them access the learning, rather than significant additional adult support.***

The SEND register at Connaught Junior School is maintained and updated by the Inclusion Leader, and is reviewed at least three times a year. The school will inform parents and carers if their child is added to the SEND register. The school will use its best endeavours to ensure that all SEN pupils make sustained progress over time, and have access to the full curriculum. In doing so, the school uses careful monitoring of progress to allocate resources, including additional adult support. Please see the resources section for further information on this.

Should children need support which is above and beyond what can be provided at SEN Support level, the school may apply to the Local Authority for a Statutory Assessment of the child's needs. Should the Local Authority examine the evidence and decide that the child's needs meet Statutory Assessment criteria, a thorough assessment of the child's needs is carried out through professional partners such as the EP (educational psychologist) and SALT (speech and language therapist). Depending on the outcome of the assessment process, an Education Health and Care Plan (EHCP) may be issued. This level of need applies to a very small number of pupils with severe and complex needs, and the school is required to show evidence that the child's need are severe and complex, and that they have not made progress over time, despite support in school. Children issued with EHCPs are likely to be those with multiple inter-related needs who are not making progress, and need highly specialised support; this will relate to only a small number of the population (e.g. in Surrey, learning needs would need to be in the lowest 1.5% of the population). More information is available on this process via Surrey's Local Offer [website](#), or from the school's Inclusion Leader.

## **Review of SEND:**

All pupils' progress and levels of achievement, including those with SEND, are reviewed regularly. At least once per term, year groups meet to review this progress via Pupil Progress Meetings. All class teachers also meet with the Inclusion Leader to look specifically at the progress of SEND pupils and those who are a cause for concern. This allows the school to adapt support, and to consider whether to add or remove children from the SEND register. Where children are making good progress, and/or monitoring shows that the gap between them and their peers is narrowing, the

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school will aim to remove the child from the SEND register. These children will continue to be monitored, and the school may add them to the register again at a later date if progress slows again.

In addition to pupils' individual learning plans (ILPs), Connaught Junior School also uses provision mapping, which shows the different from or additional to provision which the school is providing for the child. Year group provision maps provide an overview of the support and interventions in place, target outcomes, human resources, and monitoring of children's progress as a result of that provision. The provision and targets are reviewed at least twice per year, in line with the SEND Code of Practice.

Parents and carers are involved as much as is reasonably possible in reviewing their child's progress. Parents have an opportunity to discuss their child's progress with the class teacher via parent-teacher meetings at least twice per year. ILPs are shared with parents, and all Connaught parents also receive a written report once per year on their child's progress. Parents are always very welcome to make additional meetings to see their child's class teacher. They may also request a meeting with the Inclusion Leader once they have had an initial meeting with their child's class teacher.

In addition to the above, pupils with an EHCP have an Annual Review meeting at least once per year to review progress towards outcomes/targets, the relevancy of the statement/EHCP, and set outcomes/targets for the upcoming year. Parents, along with relevant staff and outside agencies, are invited to these.

## **CURRICULUM AND PROVISION FOR SEND PUPILS**

### **Inclusion:**

At Connaught, we value all children as individuals with a range of abilities, aptitudes and needs. We are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities. We recognise that inclusion relates to all children having an equal opportunity to education, and conform to legislation set out in the Equality Act, 2010.

We aim to offer equality of educational opportunity by offering access to a broad, balanced and relevant curriculum. We respect the fact that children have differing needs and that children will require different strategies for learning and a range of different teaching approaches and experiences.

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## Provision:

Provision for children with special educational needs is a matter for the school as a whole. We will consider factors such as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively. Central to the work of every teacher is a continuous cycle of planning, teaching and assessing/reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

For most pupils, extra help and support will be provided within the classroom, managed by the class teacher and based on the principles of:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning.

However, there will be times when spending time outside the classroom on an individual or small group basis will be more appropriate in providing children with an equal opportunity to education and progress. When this happens, it will be in the context of the inclusive curriculum and ethos of the school.

The range, type and intensity of interventions will be graduated and will depend on a child's identified need(s) e.g. action will become more individualised to meet increasing need but may also be reduced as a child makes progress. This is known as *The Wave Model*, described below:

- Wave 1: Tailored teaching in class (inclusive/differentiated)
- Wave 2: Additional, time limited, tailored intervention programmes (e.g. part of guided work in classroom with a Learning Support Assistant (LSA) and small group)
- Wave 3: Wave 2 plus increasingly individualised programmes based on evidence of what works (1:1/ very small group with highly trained LSA/ specific targets)

When a child is identified as having SEN, interventions may be planned that are *additional to or different from* those provided as part of the school's usual curriculum which is in place as part of provision for all children.

Adequate progress can be considered as progress which:

- closes the attainment gap between the child and their peers
- prevents the gap growing wider
- matches or betters the child's previous rate of progress

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- ensures access to the full curriculum
- demonstrates improvement in self-help, social or personal skills
- demonstrates improvements in behaviour

If, over time, a child continues to experience significant difficulties, despite additional and/or different support, a request for specialist assessment/advice from external support services may be made, in consultation with parents.

### **Involvement of pupils:**

Children often have a unique knowledge of their own needs and their own views about what sort of help they would like to make the most of their education. We encourage children to participate, where possible, in decision making processes including the setting of learning targets, contributing to the assessment of their needs and to the annual review and transition processes for those to whom it is relevant. We believe children must feel confident that they will be listened to and their views are valued.

### **Evaluation of provision:**

The LAB and Headteacher have responsibility for the evaluation of the provision and curriculum which we provide for our SEN pupils. In most cases, this responsibility is delegated to the Inclusion Leader and other relevant staff involved in the day-to-day support of SEN pupils.

The effectiveness of our SEN provision is reviewed through procedures already outlined above, e.g. provision mapping. We are a reflective team who develop and refine our SEN practice in light of evaluation. This is a constantly evolving practice.

### **SCHOOL FACILITIES FOR SEN PUPILS (including specialist roles)**

We have some dedicated space for support/intervention groups, such as The Den and The Haven. We also have dedicated spaces for music, pottery and cooking, which are accessed by all children and provide opportunities for an enriched curriculum.

We have a team of LSAs who work either across a year group or with focus on specific pupils with complex needs. We also have two HLTAs who support classes across the school, and provide support in literacy and maths for focus groups of children.

### **ALLOCATION OF SEN RESOURCES**

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The school receives general funding for SEN from Surrey, based on how children achieved as a cohort at the end of the Early Years Foundation Stage, plus the level of deprivation experienced by families whose children attend the school. Specific funding for pupils at School Action Plus no longer exists in Surrey, and instead, schools are expected to use their judgement and within-school resources to meet the needs of children at 'SEN Support' stage within their school.

Support and resources for children with statements or EHCPs are in accordance with the individual statements. In order to apply for a EHCP and the 'top up' funding that comes with this, schools must now demonstrate that they have already allocated £6000 per year on additional support and intervention for that child, and that the child is not making progress despite this. The use of funding for individual children is very carefully considered, and Connaught Junior School will only look to provide provision at the upper end of this figure for children with significant needs, who have not made progress over time, despite support using a lower level of funding. It would not be possible for the school to provide £6000 of additional SEN support for all children on the SEN register, and would not be in keeping with school's responsibilities for effective and efficient management of their school delegated budget.

The school's delegated budget for SEN assists with the employment costs of the Learning Support Assistants and Inclusion Leader. We also use the school's general delegated budget to 'buy back' into certain Local Authority services, which include some relating to SEN. These include access to Educational Psychology and STIPs (specialist teachers for inclusive practice) teams. In addition, an amount is allocated each year for the purchase of resources and to staff training linked to inclusion.

The placement of resources and funding is carefully considered in light of the pupils' need, and pupil progress is carefully monitored to ensure that it has an impact.

## **ROLES AND RESPONSIBILITIES:**

### **All staff have a responsibility for SEN.**

The **school**, as a whole, has the following statutory duties:

- Secure provision for any pupil identified as having SEN
- Ensure that the pupils' SEN are known to all those likely to teach and support them
- Ensure that teachers in school are aware of the importance of identifying and providing for SEN pupils
- Ensure that the pupils with SEN engage in activities in the school, together with children who don't have SEN

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- Inform parents/carers of decisions made by the school regarding their child's special educational needs
- Plan, over time, to increase access to the curriculum, to premises and to written information
- Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided

The **LAB**, the **Headteacher**, the **Inclusion Leader**, **teachers** and **support staff** all have important day-to-day responsibilities.

The **LAB** should, in co-operation with the **Headteacher and Inclusion Leader**:

- Determine the school's general policy and approach to provision for children with SEN
- Establish the appropriate staffing and funding arrangements
- Maintain a general oversight of the school's work
- Appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEN.
- Report to parents annually on the school's policy on SEN

The **Headteacher** has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEN
- Keeping the LAB fully informed
- Working closely with the school's Inclusion Leader

The Headteacher and the LAB have delegated the responsibility for the day-to-day implementation of the policy to the **Inclusion Leader**. The **Inclusion Leader**, working closely with the head teacher, senior leadership team and fellow teachers, has key responsibilities, which include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Line managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support services, health and social services, and voluntary bodies.
- Updating and informing governors on SEN

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Mrs Charlotte Sweeney-Gillings is the current Inclusion Leader, and therefore named person with day-to-day responsibility for SEN provision.

## Teachers should:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN
- Plan and deliver lessons which meet the needs of all pupils, including those with SEN
- Work with the Inclusion Leader to decide the action or intervention required to assist SEN pupils in making progress
- Work with the Inclusion Leader to collect all available information on the pupil
- Develop and review targets for pupils, including those specific to SEN
- Develop effective relationships with parents of SEN pupils, and keep them informed of progress and how to support their child at home
- Encourage pupils to participate in decision-making and target setting
- Be involved in the development and review of the school's SEN policy
- Continuously assess pupil progress and identify the next steps to learning
- Work with the Inclusion Leader to identify their own training needs around SEN

## Support staff should:

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend team meetings and undertake appropriate INSET and training
- Work alongside the Inclusion Leader and teaching staff in supporting pupils with SEN.

The school **Senior Leadership Team**, which includes the Headteacher and Inclusion Leader, have responsibility for ensuring that SEN is included within strategic planning where relevant.

## STAFF DEVELOPMENT

The LAB has a responsibility to provide in-service training for staff in relation to SEN. This responsibility is largely delegated to the Headteacher and senior leadership team, including the Inclusion Leader. This involves:

- INSET sessions to address needs identified in the School Development Plan
- Workshops involving external agencies
- Peer mentoring/learning from others
- INSET for support staff involved with SEN throughout the school

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Deputy Headteacher: Miss K Whiting

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- Support staff opportunities to develop specific skills to support pupil learning
- Support and induction for newly qualified teachers and new-to-post support staff

Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children in their class, and a budget is allocated for training needs. Individual training needs with regards to SEN are largely identified through the performance management process in which all staff take part.

## **LINKS WITH PARENTS, OTHER SCHOOLS AND OUTSIDE AGENCIES**

### **Partnership with parents and carers:**

At Connaught the involvement of parents and carers is valued and encouraged and we recognise the impact that parental involvement has on pupil progress. Parents are invited into school on both formal (e.g. consultation evenings) and informal (e.g. class assemblies, visits to their child's class) occasions. The whole staff team, including the Inclusion Leader, work closely with parents of pupils with SEN to foster a supportive environment for pupil and parent.

When a concern is first expressed in school parents will be contacted by the class teacher or the Inclusion Leader and asked for their views. Parents are encouraged to liaise through written notes and meetings with the class teacher. The child's class teacher should always be the parent's first place of contact when they have concerns about their child, or wish to discuss progress, as they will have the best day-to-day knowledge of the child and their needs. The child's Head of Year may also be contacted, as can the Inclusion Leader.

### **Links with other schools and transition:**

Connaught is part of TAMAT (The Alliance Multi-Academy Trust) and the Surrey Heath Learning Partnership confederation. Through this, opportunities to form links with other schools and training opportunities are made available.

The school also has access to some specialist provisions, which can provide an outreach service for our school. We have links with local Infant schools, where a large number of our pupils come from when they enter Year 3. Information on SEN pupils arriving from other schools or settings is passed on to the Inclusion Leader and class teacher, and consideration is given to how best ensure a smooth transition to our school. Where possible, relevant school staff are invited to review meetings for vulnerable children due to join Connaught, prior to their arrival with us.

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We also work hard on forming good links with Secondary schools that our children move on to. SEN staff and teachers from those schools are passed information and records about our SEN pupils, and are invited in to meet with the child's class teacher and/or the Inclusion Leader. Where possible for our pupils with a statement of SEN/EHCP, representatives from the school which the child will be transferring to will be invited to the Year 6 Annual Review.

## **Links with outside agencies and organisations:**

Through the Local Authority, Connaught has access to a number of specialist services which relate to SEN. These include Educational Psychology and STIPs (Specialist Teachers for Inclusive Practice which comprise Learning and Language Support and Behaviour Support). The school works closely with other support services including the Inclusion Officer, Mindworks, and Speech and Language Support. Support and advice is also provided for pupils with English as an Additional Language if needed. We can access support for pupils via a referral process, on which parents are always consulted. We may also access support and training for staff as needed.

The health services are a vital link with the child's home, and can contribute greatly to early identification and practical support for those children who may have SEN. All medical information and reports on children are confidential. We are able to refer children if we have concerns which may be addressed by the health service. This is in consultation with parents, and parents may also access health services via their GP.

The school has established links with the Surrey Children's Services. The school cooperates with social care if a child is deemed to be 'in need' (Section 2 of the Children's Act) or is at risk of significant harm (although this would not necessarily mean that a child has SEN). The Inclusion Leader is also one of the deputy DSLs (Designated Safeguarding Lead) for the school.

Parents can access further information on services in the local community which may be of benefit to them or their child via Surrey's 'Local Offer'. This can be accessed via [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

## **Procedures for concerns:**

We aim for a close working relationship with parents and, if parents are anxious about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the class teacher by appointment, and this should be the first 'point of call' in most cases.

Formal complaints can be discussed with the Head of Year, Inclusion Leader and/or the Deputy Headteacher or Headteacher in the hope that a satisfactory resolution can be found. Should this not

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be possible, the governor with responsibility for Special Educational Needs may be consulted. Parents may also write to the chair of governors.

If parents are dissatisfied after these stages a committee of the LAB may be convened to hear the complaint. Parents are encouraged to follow the procedures in the policy Guidance for Parental Concerns, available on the school website.

## **ADMISSION ARRANGEMENTS**

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The school's admission arrangements are clearly set out in our Admissions Policy, available on our website.

## **STORING AND MANAGING INFORMATION**

Please see the school's policy on Information Management and Confidentiality for details of this.

## **MONITORING AND EVALUATING THE SEN POLICY**

The LAB are required to make sure that this policy is implemented throughout the school. In this, they work closely with the Headteacher and Senior Leadership Team, including the Inclusion Leader. In monitoring implementation and assessing how successful the policy is they put emphasis on making sure that the following factors are adhered to:

- All staff are aware of the contents of the policy and procedures in it
- Children with SEN will be identified early and correctly
- Effective provision made for all children with SEN, which is monitored and evaluated
- Continuous monitoring of children's progress in relation to targets set
- All children 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
- All children will strive to meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership with parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role in SEN

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This policy will be reviewed annually. SEN monitoring arrangements throughout the year will take notice of this policy and the above success criteria in identifying areas of success and development for the following year.

*This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:*

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (July 2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)*
- *The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)*
- *Teachers Standards 2012*

***This policy should be read with due regard to the below policies:***

- *Equality*
- *Child Protection/Safeguarding*
- *Medical Needs*
- *Behaviour Management*
- *Curriculum-linked policies*
- *Accessibility plan*
- *Assessment*
- *Health and Safety*
- *Behaviour and Anti-Bullying*
- *School Development Plan*

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