



# **SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL**

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## **Special Educational Needs and Disability Policy**

### **September 2025**

<b>Date of Approval</b>		<b>Date of Review</b>	
September 2025		September 2026	
<b>Status and Review Cycle</b>		Statutory every year	
<b>Signed</b>	Mrs N Wright  Executive Headteacher	<b>Signed</b>	Mr M Gliniecki  Chair of Local Advisory Committee

# Contents

<b>Page</b>		<b>Paragraph</b>
<b>3</b>	<b>Definition of SEND</b>	<b>1.0</b>
<b>3</b>	<b>Compliance</b>	<b>1.1</b>
<b>4</b>	<b>Vision and Mission Statement</b>	<b>1.2</b>
<b>5</b>	<b>Aims and objectives</b>	<b>1.3</b>
<b>5</b>	<b>Responsibility for the coordination of SEND provision</b>	<b>2.0</b>
<b>5</b>	<b>Arrangements for coordinating SEND provision</b>	<b>2.1</b>
<b>6</b>	<b>Admission arrangements</b>	<b>2.2</b>
<b>6</b>	<b>Specialist SEND provision</b>	<b>2.3</b>
<b>6</b>	<b>Facilities for pupils with SEND</b>	<b>2.4</b>
<b>6</b>	<b>Allocation of resources for pupils with SEND</b>	<b>2.5</b>
<b>6</b>	<b>Identification of pupils' needs</b>	<b>2.6</b>
<b>9</b>	<b>Access to the curriculum, information and associated services</b>	<b>2.7</b>
<b>10</b>	<b>Inclusion of pupils with SEND</b>	<b>2.8</b>
<b>10</b>	<b>Evaluating the success of provision</b>	<b>2.9</b>
<b>11</b>	<b>Complaints procedure</b>	<b>3.0</b>
<b>11</b>	<b>In service training (CPD)</b>	<b>3.1</b>
<b>11</b>	<b>Links to support services</b>	<b>3.2</b>
<b>11</b>	<b>Working in partnership with parents</b>	<b>3.3</b>
<b>11</b>	<b>Links with other schools</b>	<b>3.4</b>
<b>12</b>	<b>Links with other agencies and voluntary organisations</b>	<b>3.5</b>
<b>13</b>	<b>Acronyms often used within SEND provision</b>	<b>4.0</b>

**Appendix A South Camberley Primary and Nursery School provision map**

**Appendix B Surrey SEND Support Arrangements form**

**Appendix C Intervention Tracking pro-forma**



## **1.0: Definition of SEND**

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014:

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age, or a young person, has a learning difficulty or disability if they:*

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.*

*Children must not be regarded as having SEND, even though these factors may impact on progress and attainment:*

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation*
- Attendance and Punctuality*
- Health and Welfare*
- EAL*
- Being in receipt of Pupil Premium Grant*
- Being a Looked After Child*
- Being a child of Services*

## **1.1: Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated 16 June 2015)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (updated May 2015)
- School’s SEND Information Report (updated November 2020)
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015 (updated 16 August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated May 2015)
- Child Protection and Safeguarding Policy (September 2022)
- Accessibility Plan (November 2020)
- Teacher Standards
- Special Educational Needs and Disability Regulations 2014 (amended March 2015)

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England was reformed. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on 1st September 2014. The SEND Code of Practice accompanied this legislation and has subsequently been updated

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with Education, Health and Care (EHC) Plan. These plans are supported by a child's SEND Support Arrangements.

[www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

The SEND Local Offer is a valuable resource, which has been designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Surrey that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **1.2: Our Vision and Mission:**

Our mission is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning. We strive to ensure all children are valued as individuals and given equal opportunity to develop their full potential.

Acting as a champion, we work with children, parents and outside agencies to ensure that a child's special educational needs are understood, and the appropriate provision is provided and supported. We endeavour to equip our young people with the skills and the mindset to thrive and take on the world.

### **SEND Principles:**

#### **Belonging, Learning and Thriving**

We endeavour that all children receive an educational experience that encompasses belonging, learning and thriving.

### **1.3 Aims and objectives**

#### **Our Aim:**

We aim to provide every child with access to a broad and balanced education, inclusive of the National Curriculum and in line with the Special Educational Needs Code of Practice (2015).

#### **Our Objectives:**

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers, supported by the SENCO, will help to ensure that they are able to reach their full potential.
- **Ensure that all pupils with SEND have the appropriate provision in place to overcome all barriers to learning and have full access to the National Curriculum.** This will be coordinated by the SENCO and will be carefully monitored and regularly reviewed to ensure that individual targets are being met, and all pupils' needs are catered for.

- **Work together with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Specialist Teachers in Inclusive Practice, Educational Psychology Service, Speech and Language Therapy, Mental Health Support Team, Mindworks, Child and Adolescent Mental Health Service CAMHS and the Occupational Therapist service.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and outdoor learning.

## **2.0 Responsibility for the coordination of SEND provision**

Our SENCO is Mrs Rachel Summerland and Miss Ashleigh McGuigan is the Deputy SENCO.

Rachel Summerland is the strategic lead, responsible for overseeing the provision of our children with SEND, working and liaising with professionals and continuing to develop the ever-growing vision of SEND within our school.

Ashleigh McGuigan provides effective modelling and team-teaching as well as practical implementation of provision to ensure quality first teaching for all. Together, they work to ensure belonging, learning and thriving for our children.

### **2.1 Arrangements for coordinating SEND provision**

The SENCO will hold details of all SEND records for individual pupils.

#### **All staff can access:**

- The South Camberley Primary and Nursery School SEND Policy
- A copy of the full SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Surrey County Council's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents to aid the effective coordination of the school's SEND provision.

### **2.2. Admission arrangements**

At South Camberley Primary and Nursery School we follow SCC admissions criteria, please refer to the information contained in our school prospectus or SCC website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND - those with Education, Health and Care Plans and those without.

### **2.3. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

## **2.4. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements. Please see the school's Accessibility Plan for more details.

## **2.5. Allocation of resources for pupils with SEND**

All pupils with SEND will have access to Universal and Targeted provision of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. The school's SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, Senior Leadership Team and Local Advisory Committee to agree how the allocation of resources is used.

## **2.6. Identification of pupils needs**

### **Our graduated approach:**

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's identified needs and enable the teacher to better understand the provision and teaching style that needs to be applied using the Ordinarily Available Provision document as guidance.
- d) The SENCO will be consulted through a concern form as needed for support and advice and will observe the pupil in class.
- e) Through continuous consultation and cycles of assess, plan, do, review, it can be determined which level of provision the child will need going forward and whether the child needs to be added to the SEND Register.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

### **SEN Support**

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will take place at the end of each term, however, depending on need reviews may need to be sooner. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Provision and Interventions for SEND Pupils**

In line with the teaching standards, all teachers are "accountable for pupils' attainment, progress and outcomes" and therefore it is the teacher's role to ensure interventions and provisions appropriate for pupils' needs, taking ownership of this process for the children in their class. If additional interventions are required, teachers should take responsibility for:

- Setting high expectations which inspire, motivate and challenge pupils (Teacher standards 1)
- Ensuring good progress and outcomes for all children (Teacher standards 2)
- Demonstrating good subject and curriculum knowledge (Teacher standards 3)
- Planning and teaching well-structured lessons (Teacher standards 4)
- Adapting teaching to respond to the strengths and needs of all pupils (Teacher standards 5)
- Making accurate and productive use of assessment (Teacher standards 6)
- Managing behaviour effectively to ensure a good and safe learning environment (Teacher standards 7)

- Fulfilling wider professional responsibilities (Teacher standards 8) in particular, taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and communicating effectively with parents with regard to pupils' achievements and well-being.

Quality First Teaching should be accessible to all pupils and this should be reflected in the adapted activities led by the teacher in the whole class lesson through 'Quality First Teaching' teaching. Pupils who are falling behind should initially be targeted for support within lessons by the class teacher.

South Camberley provides a range of interventions, to cover key areas of the curriculum as well as social and emotional aspects of learning. Teachers and support staff have had appropriate training in the relevant interventions and a record of training attendance is kept on the school server.

Support Staff are provided with online spreadsheet to track interventions. Support staff are responsible for regularly updating the information in the spreadsheet and tracking the pupils in an intervention every half-term. It is the responsibility of the teacher to monitor this document and ensure that the interventions provided are suitable for the identified pupils. This is discussed in partnership with the SENCO.

Please find our intervention and provision offer in Appendix A

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. As part of the EHCP process the SENCO and class teacher will complete at SEND Support Arrangements document (Appendix B) this document serves to track the child's need and provision and ultimately forms part of the EHCP application.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

Or by speaking to the North West Surrey Education, Health and Care Plan Co-ordinator on 01483 518110. Email: [nwsen@surreycc.gov.uk](mailto:nwsen@surreycc.gov.uk)

Or by contacting the Surrey SEND Information, Advice and Support Service on 01737 737300

[www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk)

### **Education, Health and Care Plans (EHCP)**

- a) Following Statutory Assessment, an EHC Plan will be provided by Surrey County Council if it is decided that the child's needs are not able to be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **2.7. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the STARS\* partnership of Surrey schools. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

*\*STARS is a CAMHS team that focuses on the needs and wellbeing of children and young people who have been affected by sexual abuse.*

## **2.8. Inclusion of pupils with SEND**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly planning meetings, Early Help Assessment unit and the Single Point of Access (C-SPA).

Identifying behaviour as a need is no longer a way of describing SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as the staff know the pupil well. Advice and support will be sought from the Specialist Teaching team for children who have behavioural concerns. In all cases, the school's Behaviour Policy will be followed. Where a behavioural incident warrants exclusion, schools have a duty to inform the Local Authority.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and

- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. (Keeping Children Safe in Education, 2023)

### **2.9. Evaluating the success of provision**

In order to make consistent and continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on individual Provision Maps, which are updated termly by the SENCO in collaboration with the class teacher. These reflect information passed on by the SENCO at any given time and are adapted following assessments. Interventions are monitored and evaluated termly by the class teacher and SENCO. Teachers meet termly with parents, to share the information in the Provision Map and parents sign to acknowledge receipt and confirm understanding of the contents (See Appendix A (1)).

### **3.0. Complaints procedure**

Our Complaints Policy can be found on our website. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

### **3.1 In-service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. There is a SEND staff meeting once a term for all staff and the senior leadership team meet regularly to discuss SEND provision and its ongoing impact.

The SENCO attends relevant SEND courses and conferences, SEND network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

### **3.2 Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **3.3 Working in partnerships with parents**

South Camberley Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority SEND Advice, Information and Support Service where specific advice, guidance and support may be required. Where needed, an Early Help Assessment may be undertaken to further support the family.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's Committee Member with a responsibility for SEND is, Roane Haywood, who meets with regularly with the SENCO to discuss updates and discuss any changes to provision.

### **3.4 Links with other schools**

The school works in partnership with other schools within the EEEA multi academy trust to share best practice and works closely with Surrey services to ensure the most impactful provision for our children.

### **3.5 Links with other agencies and voluntary organisations**

South Camberley Nursery and Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Specialist Teachers in Inclusive Practice
- Children's Services
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Paediatric Services
- Language and Learning Support Service
- Physical and Sensory Support Services
- Specialist Outreach Services
- CAMHS
  - Fordway
  - The National Autistic Society
  - Freemantles Outreach

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency, with the consent of the parent.

### **4.0 Acronyms often used within SEND provision**

<b>Acronym</b>	<b>Full name/ meaning</b>
<b>SEND</b>	Special Educational Needs and Disabilities
<b>CoP</b>	SEND Code of Practice January 2015
<b>REMA</b>	Race, Equality and Minority Achievement service, including Traveller Support Services
<b>PSSS</b>	Physical and Sensory Support Service

<b>SALT/SLT</b>	Speech and Language Therapy
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>LLS</b>	Learning and Language Support Services
<b>BS</b>	Behaviour Support Services
<b>EP</b>	Educational Psychologist
<b>Provision Map</b>	Individual education plan, identifying the pupil's primary need and any other needs. Outcomes will be set by the class teacher along with any outside agencies targets, as well as identification of actions needed to support the outcomes.
<b>EHCP</b>	Educational Health Care Plan has now replaced the Statement of SEND
<b>Surrey SEND Support Arrangements</b>	Replaces Surrey Pathway Plan
<b>EHA</b>	Early Help Assessment has replaced the CAF (Common Assessment Framework)
<b>SEND Support</b>	Single category of SEND which combines the two categories School Action and School Action Plus.
<b>IHP</b>	Individual Healthcare Plan- linked to specific medical need of a pupil in school.
<b>SSIASS</b>	Surrey SEND Information, Advice and Support Service.
<b>TaMHS</b>	Targeted Mental Health Service

## Appendix A - Our Provision and Intervention Offer

### Universal

<b>Communication and Interaction</b>									
Now and Next Board			Personal Visual Timetable				Task Board		
<b>Cognition and Learning</b>									
Reading Overlay			Work Screen				Movement Break		
<b>Social, Emotional and Mental Health</b>									
Reward Chart					Social Story				
<b>Physical and Sensory</b>									
Ear Defenders	Fidget Aid	Wobble Cushion	Writing Slope	Wobble Feet	Pencil Grip	Weighted Resource	Chew Aid	Resistance Band	Backward Chaining

### Targeted

<b>Communication and Interaction</b>									
Speech Link					Colourful Semantics				
<b>Cognition and Learning</b>									
Reading Fluency Project			Phonics		Pre-Reading			Memory Skills	
<b>Social, Emotional and Mental Health</b>									
Emotional Literacy	Socially Speaking		Zones of Regulation		Talk About		Sports Group		Art Group
<b>Physical and Sensory</b>									
Sensory Circuits									

### Specialist

<b>Communication and Interaction</b>										
Attention Autism					1:1 Speech and Language Therapy					
<b>Cognition and Learning</b>										
Literacy for All		Plus 1		Power of 2		Pre and Post Teaching		Precision Teaching		TEACCH Tasks
<b>Social, Emotional and Mental Health</b>										
Art Therapy										
<b>Physical and Sensory</b>										
1:1 Occupational Therapy		Sensory Diet			Write From The Start		Hand Gym		Heavy Work	

# South Camberley Primary and Nursery School

## SEN Support Plan

<b>Areas of strength</b>	<b>Areas of difficulty</b>
<b>Cognition and Learning:</b>	<b>Cognition and Learning:</b>
<b>Communication and Interaction:</b>	<b>Communication and Interaction:</b>
<b>Physical and Sensory:</b>	<b>Physical and Sensory:</b>
<b>Social, Emotional and Mental Health:</b>	<b>Social, Emotional and Mental Health:</b>

Plan start date:

<b>Outcome:</b>	<b>Provision and Strategies</b>	<b>Success Criteria</b>	<b>Review</b>
<b>Area of need:</b>			
<b>SMART Target:</b>			

<b>Review date:</b>			
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## Ordinarily Available Provision Checklist

<b>Communication and Interaction</b> Difficulties understanding what is being said				
	Autumn RAG	Spring RAG	Summer RAG	Comment
Hearing has been tested and appropriate measures put in place where relevant.				
Child/young person's attention is gained before talking to them (e.g., cue them in with their name).				
Information carrying words are understood by the teaching staff who adapt communication to the child/young person's needs when giving instructions.				
Visual prompts are in place and used to support language including key vocabulary, now and next, visual timetables, gesture and signing.				
Extra time is allowed for processing what has been said (10 seconds).				

Instructions or requests, if not understood, are simplified and additional visuals used to support.				
Understanding is checked by getting child/young person to feedback or by asking questions.				
Distractions are limited within the learning space.				
Topic vocabulary is pre-taught.				
The class team reduces use of sarcasm (words and body language match) and idioms ("it's raining a lot" rather than "it is raining cats and dogs"). Explicitly teach where these occur in learning activity.				

## Communication and Interaction

Difficulties saying what they want to, or difficulty being understood

	Autumn RAG	Spring RAG	Summer RAG	Comment
Sufficient time is allowed for the child to find the words they want to say.				
There are opportunities for practising language that can be predictable e.g., circle time, news, group time.				
Teaching staff repeat back what has been said to either expand the sentence, complexity or length; add a different vocabulary word, or model correct grammar.				
Talking is encouraged by commenting and giving choices rather than questioning.				

Alternative methods of communication are in place as needed to support with getting message across e.g., signing and picture exchanges.				
Where the difficulty is with speech and/or fluency class teams are reassuring and honest about what they understand. Understanding is checked by asking the child/young person to repeat back part of the message that they did understand and ask to repeat or draw; act out or gesture to model the words to make that message successful.				

## Cognition and Learning

### Attention and listening difficulties

	Autumn RAG	Spring RAG	Summer RAG	Comment
Class team are aware of times of the day that may be more difficult, and necessary adjustments are made. Where possible pre-emptive action is taken.				
There is differentiation of teaching and resources as appropriate to the learners' level and not their chronological age.				
Background noise is reduced e.g., keep classroom door closed so that there are no competing noises.				
Class team focus the child/young person's attention to the task by saying their name first.				
Visual cues are used to let child/ young person know when they need to listen.				
Class team understands and implement strategies for being an interesting speaker. e.g., show enthusiasm, using body language to emphasise points, vary pitch, volume, and intonation.				
The class team give information in short chunks, repeat when necessary, and give time for processing.				

The class team provide a reason for listening.				
A listening partner is used to remind the child/young person what to do.				
Good listening is praised.				
Regular, short breaks are provided.				
The class team chunk or break tasks down.				
Individualised timetables are implemented for the child/young person.				
Visual timetables are implemented.				
Backward chaining is used- chain parts of the task together (e.g., build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task).				
The child/young person is asked to repeat back what activity they are going to do.				
Timers are used so the child/young person knows the expectation and that they only need to focus for a specific and comfortable amount of time.				
The child/young person has access to sensory equipment to support attention and listening. e.g., fiddle toys, wobble cushions.				

## Cognition and Learning

Difficulties with learning

	Autumn RAG	Spring RAG	Summer RAG	Comment
Where despite appropriate differentiation, making inadequate progress over time across the curriculum and working below age related expectations.				

In consultation with the learner, assessment through teaching has been used to identify the areas of need in consultation with the learner.				
Skills to fluency and promoting generalisation of learning across contexts is taught.				
Metacognition is taught to help the child/young person develop awareness of how they learn and effective strategies.				
There is mediated learning to ensure learning is accessible with specific feedback to bridge new learning.				
Instructions are clear and simple. Longer instructions are broken down.				
Visual timetables, cues and prompts are in place and used consistently.				
Social stories are used with the learner.				
The child/young person is given additional time before being asked to respond.				
There is pre-teaching in place to help prepare the learner for the new topic.				
Next steps are shared so that the child/young person knows what to expect.				
There is differentiation of teaching and resources as appropriate to the learners' level and not their chronological age.				
The child/young person has support to manage self-esteem with celebrations of strengths and reinforcement of success in other areas of the child/young person's life.				

There is a neuro-diversity approach to celebrate the strengths of each learner.				
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## Cognition and Learning

### Generalised learning difficulties

	Autumn RAG	Spring RAG	Summer RAG	Comment
Adjustment, modification, and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum.				
Active learning is implemented with concrete, pictorial, and pragmatic approach to learning.				
There is an emphasis on self-actualisation. Activities are designed to develop skills which will support the child/young person to become an independent learner.				
The child/young person has support to manage self-esteem with celebrations of strengths and reinforcement of success.				

## Cognition and Learning

### Specific learning difficulties

	Autumn RAG	Spring RAG	Summer RAG	Comment
A direct teaching approach which focuses on high quality, explicit and systematic instruction is used.				
For interventions, the adult delivering is experienced and has appropriate training in relation to the specific intervention.				

There is use of a structured approach using task analysis that ensures one skill is taught at a time, mixing new and old learning to minimise forgetting and increase confidence (this is called interleaved learning).				
Distributed practice is implemented: a 'little and often' approach which uses short frequent teaching sessions. Sessions should be regular and maintained over a sustained period, with careful timetabling to ensure consistent delivery.				
Skills to fluency as well as accuracy (i.e., being accurate and quick) are taught, ensuring there are sufficient opportunities to practise skills before moving on.				
Teaching activities which represent/practise the actual skill being targeted are used (e.g., using real books for reading rather than phonics scheme books which limit texts to decodable words only).				
Peer-assisted learning is used where appropriate.				
To develop meta-cognitive thinking skills, the learner is fully informed about the intervention and why they are doing it and include them in the monitoring of their progress and achievements.				
Opportunities are provided for the learner to generalise teaching from their intervention sessions throughout the day, ensuring that there are connections between the out of class intervention learning and classroom teaching.				

## Social Emotional and Mental Health

Difficulties participating and presenting as withdrawn or isolated.

	Autumn RAG	Spring RAG	Summer RAG	Comment
There is assessment through teaching. Identified strengths are used to develop confidence.				
Small group work is used e.g., friendship or social skills, nurture groups.				

Backward chaining is used - bringing learner in at the end of assembly or school day.				
Play based activities are used.				
The child/young person's interest are established and used to engage them.				
Buddying and peer mentoring is used.				
The child/young person is given responsibility for looking after someone else.				

## Social Emotional and Mental Health

Behaviour that concerns

	Autumn RAG	Spring RAG	Summer RAG	Comment
There is a consistent message but flexible approach, e.g. 'I want you to be in class learning' is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs.				
The learner is supported and helped to substitute other, more acceptable, behaviours.				
The child/young person has choices to allow them some control with the same result e.g., would you like to talk to me now or in 1 minute?				
The learner is taught different ways to get their needs met e.g., develop social skills, strategies to manage anger.				

The child/young person is taught readiness to learn.				
Consideration of the timetable and transitions, specific difficulties and what adjustments can be made.				
Professionals meet to understand the underlying needs and deal with these as needed.				
Risk assessments have been carried out and there is a risk management plan.				
There is communication with home/family. Teaching staff understand what is going on at home, if there are any issues and the impact of this. Strategies that work/do not work at home are shared with teaching staff to implement.				
There is explicit teaching of de-escalation and self-management strategies.				
There is use of distraction techniques. e.g., Give the child/young person a responsibility.				
Preventative strategies are in place. If there is a known trigger or cause, there are strategies in place to prevent impact on the child/young person.				
The child/young person has voluntary access to a quiet space to support emotional regulation.				
Appropriate de-escalation strategies are in place (e.g., time out card).				
Where the child/young person is not accessing education/the setting or parts of this there is a careful and considered reintegration plan in place.				

There is a clear plan of action, agreed with parents about physical intervention.				
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### Social Emotional and Mental Health

Physical symptoms that are medically unexplained e.g., stomach pains

	Autumn RAG	Spring RAG	Summer RAG	Comment
Stress reducing activities are in place (of the child/young person's choosing) e.g., games, dance, colouring, animals, forest school.				
There is a log of symptoms and patterns or trends are analysed to identify triggers. Appropriate measures are put in place for triggers.				
School liaise with the school nurse/health professionals.				

### Social Emotional and Mental Health

Attachment difficulties (including Attachment Disorder)

	Autumn RAG	Spring RAG	Summer RAG	Comment
There are nurturing approaches and ethos/ nurture groups.				
School liaise with parents and carers for shared understanding and history of the child/young person. Including a good transition when the child/young person starts or moved school.				
There is a supportive, structured school curriculum.				

Teaching staff are trained in attachment difficulties and strategies and are aware of any child/young person this relates to.				
There is consideration of discipline/behaviour policies/procedures and adaptation of these.				
There is consideration of family context and history, e.g., adopted, forces children, child in need.				
There is liaison with the Virtual School and/ or EP for training and advice including working as part of the attachment aware project.				

## Social Emotional and Mental Health

Low level disruption or attention needing

	Autumn RAG	Spring RAG	Summer RAG	Comment
Differentiated use of voice, gesture, and body language is used.				
Teaching staff focus on reducing anxiety and thereby behaviours.				
There is a flexible and creative use of rewards and consequences e.g., 'catch them being good.'				
There is positive reinforcement of expectations through verbal scripts and visual prompts.				

There is a time out/quiet for the child/young person to use.				
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## Social Emotional and Mental Health

Difficulty in making and maintaining healthy relationships

	Autumn RAG	Spring RAG	Summer RAG	Comment
The child/young person has a visual timetable and visual cues i.e., sand timers to support sharing.				
There are small group/nurture groups to support personal, social, and emotional development.				
There are a range of differentiated opportunities for social and emotional development e.g., buddy/ friendship strategies, circle time.				
There is a log of symptoms. Patterns and trends are analysed to identify triggers with appropriate measures put in place for triggers.				
Positive scripts are used - Positive language to re-direct and reinforce expectations.				
Calming scripts are used to deescalate e.g., use of sand timers for 'thinking time.'				
Limited choices are provided to the child/young person to engage and motivate them.				

There is a flexible and creative use of rewards e.g., 'catch them being good' sticker charts.				
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## Social Emotional and Mental Health

Difficulties following and accepting adult direction

	Autumn RAG	Spring RAG	Summer RAG	Comment
Patterns and triggers are monitored to identify what may be causing stress and anxiety.				
Positive scripts are used - Positive language to re-direct and reinforce expectations.				
Calming scripts are used to deescalate including, for example, use of sand timers for 'thinking time.'				
Choices are limited to engage and motivate.				
There is a flexible and creative use of e.g., rewards, 'catch them being good' sticker charts.				
The child/young person has a visual timetable and visual cues i.e., sand timers to support sharing.				

## Social Emotional and Mental Health

Presenting as significantly unhappy or stressed

	Autumn RAG	Spring RAG	Summer RAG	Comment
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Preferred learning styles are identified and built on.				
There is a safe place/quiet area in the setting.				
Feedback is used to collaborate and plan with parent or carer, to ensure consistency between the home and setting.				
Social stories are used to identify triggers and a means of overcoming them.				

## Social Emotional and Mental Health

Patterns of non-attendance or emotionally based school non-attendance (EBSNA)

	Autumn RAG	Spring RAG	Summer RAG	Comment
A shared understanding of the factors contributing to the non-attendance are established by meeting with family (i.e., the function of the non-attendance), drawing upon best practice guidance e.g., EBSNA Padlet				
There is a named key adult maintaining daily communication, to include a wellbeing check and ensuring provision of work if not in class.				
There has been a meeting with the child/young person to gain their views around the non-attendance, using resources on the EBSNA Padlet				
There is a co-authored support plan in place for the child/young person (collaboration between the young person, school, and home).				

There are reasonable adjustments according to the child/young person's needs and factors contributing to the non-attendance.				
Teaching staff are making use of the Educational Psychology helpline.				
When/if the child/young person is not in school there are measures to keep in touch so that they can maintain a sense of belonging/friendships etc				

## Physical and Sensory

### Hearing impairment

	Autumn RAG	Spring RAG	Summer RAG	Comment
Teaching staff and professionals work together to share strategies and advice to support the child.				
Strategies from professionals working with the child/young person, NDCS and Physical and Sensory Support are embedded. Everyone is informed of how best to support the child/young person in school.				
Teaching staff encourage good listening behaviour: sitting still, looking, and listening.				
There is appropriate and consistent use of hearing aids and assistive technology with regular checks to ensure they are working/functioning properly e.g., hearing aids are working.				
There is a quiet working environment, particularly for specific listening work and the classroom/ environment is adapted to reduce noise. e.g., carpeting, soft furnishing, rubber feet on chair legs.				

<p>The child/young person is seated with a clear view of the teacher/speakers face and any visual material.</p>				
<p>The child/young person is positioned in the setting away from any source of noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc.</p>				
<p>There is a quiet working environment, particularly for specific listening work.</p>				
<p>Instructions are delivered clearly and at an appropriate volume.</p>				
<p>Teaching staff try not to move around the room whilst talking to aid lip-reading and visual clues to support their hearing.</p>				
<p>Measures are in place to include the child/young person in group and whole class discussion e.g., only one child/young person speaks with an indication of who the speaker is. A microphone could be used.</p>				
<p>For group activities, seating is arranged so that the child/young person can see everyone, for example sit in a circle or horseshoe shape.</p>				
<p>Teaching staff repeat or rephrase pertinent information/comments made by other learners.</p>				
<p>Visual reinforcement (pictures and handouts) are provided to support learning.</p>				

Physical lessons, e.g., PE or games have measures in place to support understanding and communication.				
Where there is an audio/visual recording with sound/speech, teaching staff repeat what is being said, provides a written copy or subtitles are available.				
The child/young person is encouraged to ask for clarification when not sure what is said or what they need to do.				

## Physical and Sensory

Visual impairment

	Autumn RAG	Spring RAG	Summer RAG	Comment
Child/young person is encouraged/supported to use visual aids/resources that have been prescribed (e.g., glasses, magnifiers, big-print books, etc).				
Child/young person has an appropriate location in the class to work that e.g., near the board.				
Lighting is suitable for the child/young person's needs. where possible lights are coming from behind or to the side of the child/young person.				
The risk of glare from the desk and whiteboard is minimised.				
Clear verbal/written instructions are provided to decrease the chance of misinterpreting gestures and facial expressions.				

<p>The child/young person is cued in by using their name when seeking their attention.</p>				
<p>Enlarged print/magnified worksheets are provided where appropriate.</p>				
<p>Visual resources are kept simple. The less configurations on a page the better (worksheets can be cut in strips and stapled together to present less work at a time).</p>				
<p>Print materials need to be clear and dark.</p>				
<p>Have lined paper for assignments (the darker the lines the better).</p>				
<p>Near point work is limited to fifteen minutes or less. The child/young person is encouraged to look away from work, sharpen a pencil or participate in another activity as this will allow them to refocus their eyes so that they are less likely to become fatigued.</p>				
<p>The child/young person is sitting at the right distance from their work. They can measure from their elbow to their fingers and to check.</p>				
<p>A slanted desk has been tried and used where appropriate.</p>				
<p>Visual materials are accessible with sufficient/correct contrast (black and white is best) and simplistic script. Italic or ornate scripts are not used, and lower-case letters are used where possible (these are easier to read than capital letters because they have a greater number of ascenders and descenders, making them more visually distinctive).</p>				

Visual material is supplemented with clear verbal explanation.				
There are measures in place to ensure there is less copying from (the board or elsewhere) required, for example handouts are provided.				
Where possible, oral activities are in place / increased and activities requiring sight reduced.				
Teaching staff use concrete materials and hands-on experience to teach whenever possible.				
The child/young person is allowed more time to complete tasks, and they are provided with breaks to combat fatigue.				
Expectations are not lowered because the child/young person has a visual impairment.				
Mobility and orientation training is provided as children/young people with visual impairment experience great difficulty in acquiring skills in direction, mobility, and travel. This is particularly important at post-primary level where the child/young person may have to move for individual subjects.				
There is a buddy system and buddies are used in peer tutoring. Peer-groups are encouraged to include and support the child/young person.				

## Physical and Sensory

Physical disability

	Autumn RAG	Spring RAG	Summer RAG	Comment
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The child/young person is encouraged to be independent.				
Obstacles are removed so that the child/young person can move freely from lesson to lesson.				
Classmates and peers are encouraged to support and include the child/young person.				
Physical access issues such as ramps, toilets, lifts, and classroom layout are addressed.				
Advice from the Occupational Therapist (OT) is incorporated in the child/young person's programme.				
Use of any specialist equipment that learner has/needs is encouraged and supported.				
Extra time to complete tasks is provided.				
For children/young people using a wheelchair, where possible, teaching staff make sure they are at the right eye level when talking to them.				

## Physical and Sensory

Sensory needs - Sensory sensitive

	Autumn RAG	Spring RAG	Summer RAG	Comment
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Interventions and support from the OT resource pack have been implemented.				
Ear defenders are available to help learners who find auditory input difficult to process.				
There is a 'smelly' bag available or strategy to provide a positive smell for those learner's sensitive to smell.				
Breaks are provided that are specific and avoid/prevent the child/young person being over stimulated.				
There is a 'calming' space in the classroom that can be accessed as and when needed.				
The child/young person's position in class and in activities is considered and accommodations made based on their needs e.g., if they are sensitive to sound, they are positioned in a quiet space.				

## Physical and Sensory

Sensory needs - Sensory seeking

	Autumn RAG	Spring RAG	Summer RAG	Comment
Activities that provide sensory feedback are provided for example:				
Sucking on a bottle or through a straw can promote deep breathing which is calming.				

<p>Chewing on something tough or chewy can be calming.</p>				
<p>Heavy pushing and lifting activities.</p>				
<p>Exposure to bright colours and moving objects if appropriate in class.</p>				
<p>Move 'n' Sit cushion for the child/young person to sit on and allow for movement while seated.</p>				
<p>TheraBand on the legs of chairs gives feedback while seated.</p>				
<p>There is a 'calming' space in the classroom that can be accessed as and when needed.</p>				
<p>Provide frequent movement opportunities including helping to pass out resources and books.</p>				
<p>Movement breaks are provided that are specific and prevent over-stimulation.</p>				
<p>The child/young person's position in class and in activities is considered and accommodations made based on their needs e.g., if they touch others in front of them in the line they may need to walk at the front.</p>				