



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Lead (DSL) Adam Samson or Deputy Designated Safeguard Leads (DDSL) Erin Coleman, Kate Wilkinson, Louise Munz and Andrea Crook

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

This policy was reviewed: Autumn 2025

This policy will be reviewed next: Autumn 2026

This policy will be reviewed by: The Learning and Curriculum Committee

SENDCo: Kate Wilkinson

LAC and Virtual School Lead: Kate Wilkinson

Attendance Lead: Adam Samson - Headteacher

Deputy Attendance Lead: Andrea Crook - HSLW

“Every child has a right to an education” - Article 28

“Every child has a right to be happy” - Article 31

“Every child has a right to feel safe” - Article 19

Introduction:

Godalming Junior School is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We encourage an effective parent/carers and school partnership.

This policy was created by the school's SENDCo (Special Educational Needs and Disabilities Co-ordinator) in consultation with the SEND governor, the senior leadership team, staff and parents of pupils with SEND.

The policy should be read in conjunction with all other school policies but with appropriate reference to [Teaching and Learning, Behaviour Management and Equality Policies](#). This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years (DfE, 2014, updated 2015). It has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- Schools' SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- GJS commitment to the UNICEF Rights of the Child agenda in becoming a Rights Respecting School
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Education Endowment Foundation: Special Educational Needs in Mainstream Schools Guidance Report (2021)

The policy will be reviewed annually. A copy of the policy can be found on the school's website and paper copies can be requested at the school office.

Definition of Special Educational Needs:

At Godalming Junior School we use the SEND Code of Practice (2014) definition of SEND.

Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them:

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of the children of the same age; or
2. have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

We are committed to the early identification of needs. We adopt a graduated response, aiming to target provision at the right time, as recommended in the SEND Code of Practice 2014. This approach recognises that there is a continuum of special educational needs and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

In the 2014 SEND Code of Practice, four main areas of special educational need are identified:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory / Physical

Roles and Responsibilities:

It is a responsibility of the whole school to meet the needs of the children with SEND. The Governing body has a mandatory responsibility towards the children with SEND.

SEND Governor responsibilities include:

- Ensuring that the SEND and Inclusion policy is in line with the requirements of the Education and Disability Acts and SEND Code of Practice.
- Access to the policy is readily available to all staff including supply staff.
- Ensuring that the policy is clearly articulated and consistently applied.
- Ensuring that SEND records are maintained by all staff and kept up to date.
- The Governing Body will receive details regarding the success of the SEND and Inclusion policy, and any changes to it.
- Ensuring that the policy is available to parents on the school website.
- Carrying out termly school visits and meetings with the SENDCo to discuss SEND provision to oversee strategies and systems are in place and effective in meeting the needs of children.

The SENDCo's responsibilities include:

- Determining the strategic development of the SEND and Inclusion policy and provision with the Head Teacher and Governing Body.

- Ensuring the delivery of high quality classroom teaching is practiced to allow for maximum levels of inclusion for all.
- Overseeing the day to day operation of the SEND policy.
- Coordinating the provision for SEND children through the development of the whole school provision map.
- Managing the professional development of the Learning Support Assistants.
- Advising the supporting school staff.
- Providing an annual SEND Report to the governing body outlining progress and attainment of vulnerable children across the school.
- SENDCo is the Designated Teacher for Looked After Children.
- Contributing to the professional development of staff.
- Monitoring children's progress and setting targets for improvement.
- Ensuring that Provision Maps are in place, and reviewed.
- Ensuring that Statements or Education, Health and Care Plans (EHCP) are in place for those who need them and that they are reviewed annually.
- Ensuring that relevant information about SEND children is collected, recorded, updated and disseminated.
- Meeting with the SEND Governor termly to keep her informed of progress so that she can maintain an overview of the support provided for SEND pupils and to discuss areas for development.
- Liaising with external agencies including SEND management, External Educational support agencies and Health and Social Services.
- Ensuring liaison between parents, outside agencies and other professionals.
- Overseeing provision for LAC alongside the school HSLW.

Class Teachers' responsibilities include:

- Planning and delivery of inclusive high quality teaching for all.
- Creation of a termly year group provision map describing provision and intended outcomes for groups and individuals.
- Creating individual SEND Support Plans for children on the SEND register describing in class provision, any specific interventions and suggestion for support that could be provided at home.
- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable deployment of support staff across the year group team structure.
- Supporting children in achieving their Provision Map expected outcomes.
- Planning, resourcing and recording of interventions to meet outcomes intended.
- Familiarising themselves with children's records and information regarding their SEND children
- Keeping the SENDCo informed of any changes to need or circumstances following review meetings with parents.
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns, or concerns expressed by parents
- Involving pupils at an appropriate level in planning their own learning.
- Completing transiting paperwork for next class teacher/school placement to include updated strengths and needs descriptors and One Page Profile.

The Learning Support Assistants' responsibilities include:

- Supporting groups or individual pupils in accessing the curriculum under the directions of the class teacher and the SENDCo.

- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher regarding children's progress in achieving Provision Map expected outcomes.
- Keeping records of their work with individuals or groups.

Parents/Carers support their child by giving encouragement, attending meetings and reviews.

Aims:

In our school, a secure and caring atmosphere encourages the children to learn in an attractive, rich and stimulating environment. We provide a broad, balanced and carefully planned curriculum, which enables us to recognise the needs of individual children and their differing abilities and interests. We want all children to achieve their full potential and feel they are a valued part of the school's community. We have high expectations for all our children, including those with SEN, and strive to ensure needs are identified and addressed as soon as possible. At Godalming Junior School we all work together to achieve the best possible outcomes for children with SEND and all members of the teaching team are responsible for the well-being, attainment and progress of children with SEND.

Objectives:

- All staff will have a clear understanding of their roles and responsibilities with relation to children with SEN.
- All children will have access to a broad, balanced and carefully planned curriculum which takes into accounts their differing abilities and interests.
- Parents and pupils will play a central role within the decision making process when discussing and planning support for children with SEND.
- Godalming Junior School will have clear systems in place for identifying, monitoring, planning, assessing and reviewing provision for children with SEND.
- All staff will receive training and support in order to identify, plan and monitor children with SEN.
- Godalming Junior School will monitor and evaluate its provision for SEND through the use of whole school provision mapping to ensure all support is effective.
- Children with SEND will have the same expectations regarding their progress as their peers.

Admission arrangements:

We welcome all children to Godalming Junior School and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with EHCP or Statements are fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

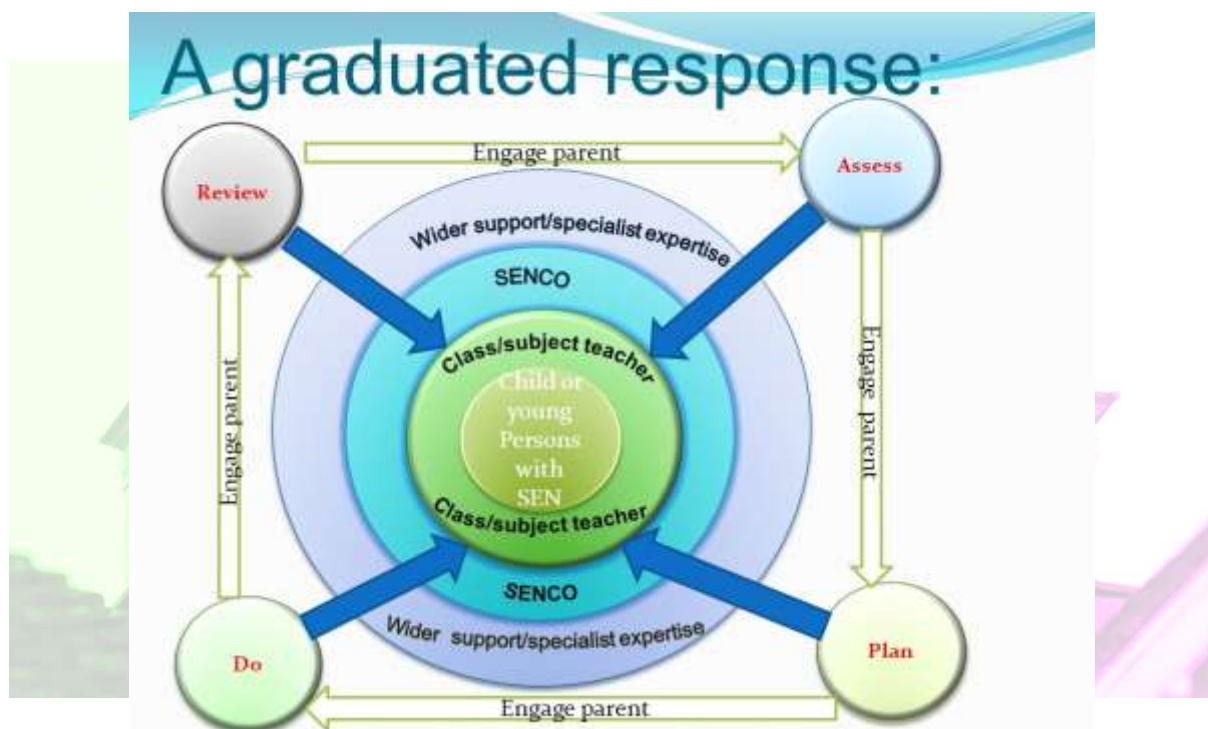
Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

Arrangements for Co-ordinating SEND Provision:

THE SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum.

The graduated approach:

The school adopts a graduated approach to identifying SEND as recommended in the SEND Code of Practice 2014. This approach comprises a four-part cycle called ASSESS-PLAN-DO-REVIEW.



The first response to any concern over a child's progress should be high quality teaching focused at the area of need. This is referred to as 'Quality First Teaching'. Teachers at our school recognise that they are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from assistant teachers or other specialist staff. Additional interventions and support cannot compensate for a lack of high quality teaching every day. The senior leadership team has robust systems for reviewing the quality of teaching available to all pupils. Where needed training and support are put in place to ensure all staff have the strategies and skills needed to support all children within their classroom.

Should a child be identified as not making expected progress despite high quality teaching then the school will begin the four part ASSESS-PLAN-DO-REVIEW cycle. An initial meeting will be held between the class teacher and parents to identify a child's particular difficulties and the additional support that may be needed to

address these difficulties. A date will be set for reviewing the support and the next steps with parents.

Where little or no progress has been made despite additional focused support it may be decided that a child has a special educational need and will need support at the 'SEND Support' level. At this point a child will be recorded on the SEND register. The class teacher, with support from the SENDCo, will create a SEND Support Plan that sets out an overview of the child's needs, a record of agreed outcomes and the provision in place to support the child in achieving these outcomes, this will include in class provision and resources as well as targeted interventions. The outcomes are shared with the child, and the parents receive a paper copy to inform them of the additional support. The SEND Support plan is reviewed at least once per term following the ASSESS-PLAN-DO-REVIEW cycle and levels of support may vary depending on the needs of the child.

We provide a wide range of arrangements such as:

- Small group work or individual support within the classroom
- Additional small group support in maths and literacy
- Groups for catch up phonics, spelling, phonological skills, social skills and language programmes outside of the classroom.
- Emotional Literacy Support (ELSA)
- Wellbeing Groups and social skills development
- Behaviour monitoring charts and reward systems
- Individualised programmes of work
- Increased use of laptop and ICT
- Use of symbols to aid understanding

All provision is recorded by the SENDCo on the whole school provision map. Amendments are made to support based on the child's progress in relation to their child centred outcomes and national curriculum assessments.

Should a child need further support or more specialised assessments to help them make progress a referral can be made to the appropriate outside agency by the SENDCo. We work closely with external agencies such as the specialist teaching team, speech and language therapy, educational psychology and occupational therapy to ensure specialist expertise is sought where needed.

In a small number of cases, despite targeted additional intervention and involvement of specialist agencies, a child may need further support to make expected progress. At this stage of the graduated approach a request for an Education, Health and Care (EHC) assessment can be made to the Local Authority.

Further information on applying for an Education, Health and Care Plan can be found on Surrey's local offer website: www.surreylocaloffer.org.uk

Arrangements for Complaints:

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.

In the event of a formal complaint, parents are advised to contact the Head teacher. The Concerns and Complaints policy is published on the school website. The Surrey SEND Information, Support and Advice Service helpline is available for parents who wish further information or support. The service can be contacted on 01737 737 300 or <https://sendadvicesurrey.org.uk/>.

Specialisms:

The school does not have a special unit

Disability access arrangements:

Godalming Junior School has experience in supporting children with a variety of needs. The main school building has classrooms situated on the ground floor and therefore does not require the installation of a lift. The entrance doors are double doors and wide enough for wheelchair access, although they are not automatically activated. There are no disabled cloakroom facilities in the building. Access to the dining room, library and cooking room have proved to be difficult as the steps are steep by nature and the installation of a ramp would be a challenge. There is access at the back of the building, but the current entrance would not be wide enough for a wheelchair.

Professional development for teaching and support staff is detailed in the annual development plan which is updated in the autumn term of each academic year.

Allocation of resources:

The delegated SEND budget is used for the SENDCo salary and support assistants. A budget is also allocated each year according to the resources needed to carry out SEND provision. Children with an EHCP are provided with additional funding from Surrey County Council.

The delegated budget is used directly to support children with Special Educational Needs and disabilities through the teachers, HLTA and LSA support throughout the school. Support is given within the classroom, on an individual basis or as part of a small group according to a child's level and area of need.

The classrooms contain support materials to address children's needs in Literacy and Numeracy and other subject areas, including games, differentiated activities and ICT based learning platforms.

Monitoring of SEND:

The school has robust assessment systems in place to monitor the progress of all children each half term. Children identified as requiring SEND support may require more specialised assessments to gain a deeper understanding of their needs and the results of these inform the provision in place e.g. phonics screening and early numeracy assessment, Autism Education Trust Framework.

In addition to assessment information the senior leadership team undertake regular observations and work sampling to monitor the progress of pupils with SEND. Book

and planning scrutiny as well as learning walks are used to inform provision and progress for SEND children. Individual One Page profiles are used to monitor, review and improve current practice in relation to pupils with SEND.

All additional support and intervention is recorded by the school's SENDCo on the whole school provision map each term. SENDCo and class teachers meet each term, in Pupil Progress meetings, to establish whether the outcomes set for the child have been achieved and whether the provision in place has been effective. This information is recorded on the whole school provision map and analysed in detail to ensure the school is delivering effective additional support across the school and any areas of need are swiftly addressed.

An annual SEND report is provided to governors detailing the school SEND profile as well as progress towards outcomes and the attainment gap between SEND children and their peers. This report also provides action points following analysis to move children forward or demonstrate need for further support to be sought.

Staff Development:

The SENDCo attends regular network meetings to update and revise developments in Special Educational Needs and Inclusion. SEND issues are raised in staff meetings and Staff are involved with further training in line with the school development plan. The SENDCo will deliver INSET related to SEND teachers and support staff.

The SENDCo meets with new staff and NQTs to induct staff on SEND policy. Regular meetings between the SENDCo and LSAs take place to discuss issues from which training needs may arise. These will be dealt with in-house or through input from external agencies.

Support agencies involved with school:

The Multi Professional team consists of the Educational Psychologist, Behaviour Support Teacher, Learning and Language Support Teacher, The School Nurse, Educational Welfare Officer and Social Services Locality Team staff. The involvement of the multi professional team is mapped out at a yearly planning meeting, which usually takes place in the Autumn Term.

Involvement of these professionals is by referral. Referral to the Educational Psychologist, Behaviour Support or Learning and Language Support requires parental permission. These professionals provide consultation to school staff about SEND issues and individual pupils. The Educational Psychology Service may become involved once other services have been engaged for at least a term.

Further agencies to support pupils with SEND are:

- Mindworks / SPOKE Neurodiversity team
- Primary Mental Health Team
- Child Wellbeing Practitioner
- Physical and Sensory Support Service
- Health Professionals
- Speech and Language Therapist
- Occupational Therapist

- Physiotherapist

Godalming Junior School also has access to Outreach services offered by:

- Gosden House
- Freemantles School

Home School Link Worker (HSLW)

The school is fortunate to have a Home-School Link Worker, **Mrs Andrea Crook**, who is in school on **Thursday afternoon and Friday**, and may be contacted directly through the school office. She can offer practical help and advice to parents/carers on a broad spectrum of home concerns which may be affecting the well-being and progress of their child in school. Issues might include difficulties with homework, poor sleep patterns, family crisis, frequent absence or lateness, health and social issue.

The HSLW works with children individually and in small groups on social skills and self-esteem development. She can be approached by children who need to speak to an adult in confidence. She has Safeguarding training and liaises with support services such as Inclusion Officer - as the school Attendance Lead, Health Visitor, School Nurse and Social Services. Class teachers and the SENDCo may alert the HSLW if there is a concern they would like discussed.

Links with other educational establishments and transition arrangements:

The SENDCo liaises with SEND staff at feeder schools and meets with staff from local Secondary Schools at transition.

The SEND file is passed to receiver schools.

The SENDCo will visit infant feeder schools and organise:

- Visits by children from feeder school to school events
- Year 2 children visit school for orientation days
- Pre-transfer visit in Summer term by Year 2 children from feeder schools.
- SENDCo and HSLW visit to feeder schools to discuss children before transfer
- Liaison between class teachers at infant and Godalming Junior with respect to specific needs. Visits by Year 3 staff to feeder schools to work with specific children pre-transfer.
- SENDCo or Year 3 staff attend annual reviews of any Year 2 children with an EHCP who will be transferring to Godalming Junior.

The SENDCo will visit secondary schools and organise:

- Visits by Year 6 children to Secondary School for activity days
- Pre-transfer visit to Secondary schools by Year 6 children during summer term
- Liaison between SENDCos from Secondary Schools and SENDCo and Year 6 staff to discuss transfer arrangements for children on the Code of Practice.
- SENDCos from receiving Secondary Schools invited to Annual Reviews of children with EHCPs.
- Outreach visits by teachers from Specialist Schools.

Pupil Participation

Pupils are encouraged to express their own views and have a right to receive and make known information to have their opinion taken into account in any matters affecting them. The views of children are given due consideration according to their age, maturity and capability.

Children contribute to the review of their differentiated provision and evaluate their progress towards the targets set. Where appropriate, children also attend EHCP review meetings.

Useful Links:

Surrey Local offer

- <https://www.surreylocaloffer.org.uk>

SEND Code of Practice 0-25 2014

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Government SEND advice for parents and carers

- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Equality Act 2010

- http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Surrey SEND Information, Support and Advice Service

- <https://sendadvicesurrey.org.uk/>

