



Special Educational Needs and Disabilities (SEND) Policy

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Approved by	<u>Full Governing Body</u>
Statutory policy	<u>Yes</u>
Review cycle	
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Related policies	<ul style="list-style-type: none">• Accessibility plan• Behaviour• Equality policy• Supporting pupils with medical conditions

Version History Log

Date	Version	Comments/Summary of changes
<u>05/07/2023</u>		I have edited a lot of the terminology to be up-to-date with the changes in the Surrey Local Offer.
<u>06/09/2024</u>		I have updated information on EHCP applications, involvement of Educational Psychologists & involvement of the SEND governor in the complaints procedure.
<u>04/11/2025</u>		I have reworded some of the policy and taken out that we can cater for PMLD students as we do not have the facilities for this. Updated info & visuals from new OAP document. Removed duplicate info on external services and updated parents support info/links. Rearranged order and numbering towards the end

Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's. At our school children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

1. Aims

At St Mary's we welcome and value all children. We are a friendly school where individuals are fostered academically and socially through a stimulating environment. At our school, children are seen as unique and feel loved, safe and empowered to flourish so they can reach their full potential both academically and personally. Our mission statement is 'Learning for Life', where children learn how to be successful



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learners, confident individuals and responsible citizens. This is underpinned by our Christian values and 'St Mary's Learner' values of kindness, courage and trust.

At St Mary's we are committed to offering a quality education to all children. We recognise that all learners are different and that some children may need additional support to achieve their goals.

Statement of aims

- To enable all of our children to achieve their potential through delivery of a broad and balanced curriculum which provides challenge, excitement and enjoyment. The curriculum aims to meet the needs of all of our learners, preparing them well for a successful future.
- To encourage all of our children to develop confidence and respect for themselves and others.
- To raise the expectations and aspirations of our children, foster enthusiasm and commitment to learning and expand their horizons through awareness of the range of opportunities available.
- To maximise opportunities for effective inclusion and facilitating independent, resilient learners.
- To work in partnership with parents to meet the needs of their children; keeping them informed and involved in decision-making concerning their child's SEND provision.
- To recognise that each child 'has a voice' and should be encouraged and supported to take part in decisions-making.

Our SEND policy and information report aims:

- St Mary's SEND policy is underpinned by the whole school ethos of 'Learning for Life' where teaching and learning, attitudes and the wellbeing of every individual pupil matters. Every teacher is a teacher of every child including those with SEND.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Co-ordinators (SENCOs) and the SEND Information Report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Categories of Need (as outlined in the Code of Practice, paragraphs 6.28-6.35) are;

- **Communication and Interaction**



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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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC (Autism Spectrum Condition) 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.

- **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 encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

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 Hyperactive Disorder (ADHD) or Attachment Disorder.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with Visual Impairment (VI), Hearing Impairment (HI) or a Multisensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Georgie Tongue

senco@stmarys-byfleet.surrey.sch.uk

The SENCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school



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- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date

4.2 The SEND governor

The SEND governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents and reporting on progress

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition and Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, Processing difficulties, Epilepsy
- Moderate/Severe Learning Difficulties (MLD/SLD)



5.2 Identifying pupils with SEND and assessing their needs

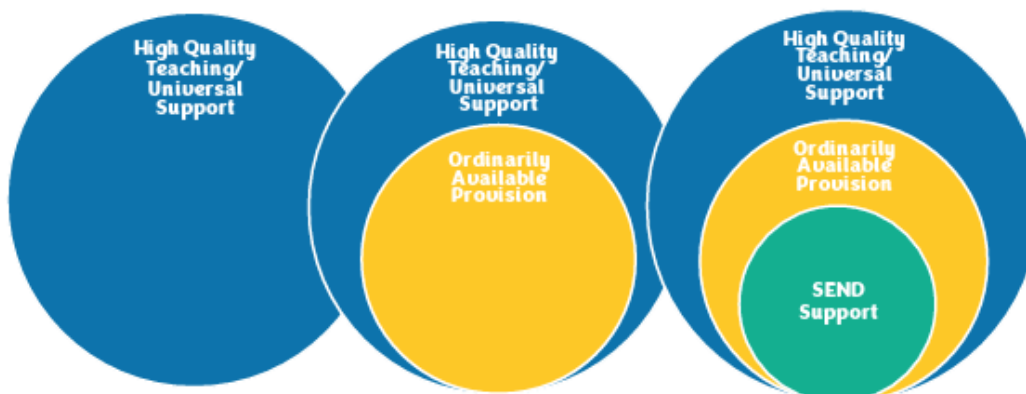
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

Please note:

- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- The progress of all pupils is monitored at least termly by class teachers, SENCO and the senior leadership team through pupil progress meetings
- Most children's needs can be met through High Quality Teaching and Universal Support. At times—and not solely in relation to educational needs—some children may require additional support. In such instances, schools can refer to the Ordinarily Available Provision (OAP) document to identify reasonable adjustments, minor adaptations, and supportive strategies that can be scaffolded around the child to help them continue to make the progress we know they are capable of.
- If progress cannot be evidenced, schools can look at adding some SEND support in for the child, such as appropriate interventions. All the above should be considered alongside conversations with parent/carer to understand if anything at home is impacting on school life.
- The 'Code of Practice' refers to two levels of SEND support – EHCP and SEND Support. Pupils whose needs are identified as 'SEND Support' are more likely to have their needs met by the skills and resources within the school but outside agency referrals may also be made.
- A pupil may be added to the school SEND register as 'SEND Support' if they require support above Ordinarily Available Provision to have their needs met. This decision will be made by the SENCO in consultation with the Senior Leadership Team and Class Teacher.



5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child



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- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and are available to parents
- We will notify parents when it is decided that a pupil will receive SEND support and be added to the SEND register

If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns. If concerns persist, parents can speak to the SENCO. The Headteacher, Deputy Headteachers and Home-School Link Worker are also available. Parents/carers of all pupils receiving SEND Support will be invited to parent consultation meetings to discuss their child's progress with the teacher and the SENCO.

The progress of children receiving SEND Support will be reviewed termly and this will be shared with the child and their parents/carers. For Children with an EHCP, an Annual Review is held with the relevant outside agencies and parents/carers (a six-monthly review in the case of children under 5). Children are also asked for their views in an accessible way.

Support by outside agencies (such as Speech and Language Therapy and Specialist Teachers for Inclusive Practice, STIPS) is also reviewed and any reports shared with parents/carers.

If appropriate a communication email between home and school will be set up for continued feedback.

5.4 Assessing and reviewing pupils' progress towards outcomes

In line with the Code of Practice, progress against outcomes set for children are monitored regularly. We follow the graduated approach and four – part cycle of **assess, plan, do, review**



The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant



SEND Support Arrangements

SEND Support Arrangements are a way of supporting children with SEND using Ordinarily Available Provision in schools. Support Arrangements aim to make sure the child/family's voices are listened to, the support put in place is child-focused and all of the child's holistic needs are considered.

The Support Arrangements process starts with the parents/carers meeting with the child's teacher to express any concerns they have.

A One Page Profile will be completed through discussion with the child and/or parents. This is a summary of information about the child, for example, what they like about themselves and how best to support them. The school will also identify target outcomes for the child and the additional support/intervention they will provide to meet the child's needs (SARS). These are reviewed on a termly basis.

Education, Health and Care (EHC) plan

Despite high-quality teaching and purposeful intervention, a very small number of children receiving SEND Support may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an Education, Health and Care Plan (EHCP) is needed. This is likely to be the case for children who present with the most severe and complex special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements in order to achieve their outcomes. Please note, the vast majority of children's needs can be met at a SEND Support Level and the local authority will only consider doing an EHCNA (Education, Health & care Needs Assessment) in exceptional circumstances.

Full details of the EHCP process can be found on Surrey's local offer website:

<https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp/needs-assessment>

All teachers and support staff who work with any pupil identified as having SEND will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Within the school the transition into Nursery and Nursery to Reception is supported with induction visits and parent workshops. Other year groups run transition events for parents in addition to the induction day for pupils. Where appropriate, personalised booklets, additional visits and individual programmes are produced to support the transition.

Children moving on to secondary schools have induction days at their secondary school and in some cases secondary staff come in to work with learners to give them a familiar face for when they transfer. When the need arises, extra transition days are set up for more vulnerable pupils.

When a child (identified with SEND) joins St Mary's from another setting, we appreciate contact with their parents/carers, to ensure a smooth transition. Likewise, if a child moves away from St Mary's we will liaise with the new school and share information with the setting the child is moving to.

5.6 Our approach to teaching pupils with SEND

We have a whole school approach to inclusion which supports all learners engaging in activities together.



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The first step in responding to pupils who may or may not have SEND is always high-quality teaching in the classroom, differentiated for individual pupils. Additional intervention and support cannot compensate for a lack of high-quality everyday teaching.

Teachers at St Mary's recognise that they are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants (sometimes specialist) staff.

The school's senior leadership team meet regularly and carefully review the quality of teaching for all pupils, including those at risk of not meeting age-related expectations. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered.

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. This level of intense support is not usually recommended or beneficial to a child. A more appropriate approach might be to provide different learning materials or specialist equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training to introduce more effective strategies.

5.7 Adaptations to the curriculum and learning environment

At St Mary's we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their physical, educational, sensory, social, spiritual, and emotional needs.

Class teachers have information on the needs of individual pupils so that they can plan the learning and the resources accordingly to ensure that all pupils are able to make progress. We make reasonable adjustments so learners can join in with activities regardless of their needs.

We make the following adaptations to ensure all pupils' needs are met:

- Adaptive teaching to ensure all pupils are able to access the full curriculum and work towards the same goals, whilst acknowledging pupils may need different support to get there.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- If a child has Speech, Language and Communication Needs, teachers will use simplified language and visuals to support them to understand new vocabulary.
- Intervention groups may be in place to further support learning and support access to the curriculum, for example pre-teaching of vocabulary or additional phonics groups.
- Guided teaching groups are used to target children at their level to move their learning forward.
- A learning toolkit with individualised resources may be used to support personalised learning.
- Physical and Sensory Support Services can advise on any modifications needed for specific children to the environment and advice given on specific subjects.
- Laptops are used where appropriate and through Surrey, equipment to support visual and hearing impairments has been sourced.
- Risk Assessments, Intimate Care plans and Individual Health Plans are drawn up to support children where appropriate.
- The school site is on one level so there is ease of access.
- There is a disabled toilet situated in the main building by the Main Office and an adapted toilet in the Key Stage One area.



5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- Surrey County Council specialist teaching services, including STIPS (Specialist Teachers for Inclusive Practice), Physical and Sensory Support Services (hearing impairment, visual impairment and physical disabilities), Family Support and Educational Psychologists (currently for EHC assessments only as this is not a free service to schools)
- Healthcare services including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Mindworks, School Nurses, Mental Health Support Team and some paediatric assessments (Surrey Child and Family Health)
- Freemantles Outreach (specialist autism support) is also available to the school.
- Matthew Hackney counselling

5.9 Expertise and training of staff

We recognise that all staff will need regular in-service training on aspects of special needs and inclusion to inform and update practice. INSET needs are reviewed regularly and individual members of staff meet with members of the Senior Leadership Team to identify and discuss any other development / training needs. The Headteacher/Leadership Team hold regular meetings with TA's and the SENCO meets TA's both formally and informally throughout the term.

In addition, the SENCO will identify specific staff training needs linked to the needs of individual pupils/groups with Special Education Needs. External agencies work with staff supporting the individual needs of some children.

Within the school setting there is a wide range of experience and expertise of working with children with SEND.

- Our SENCO has previously taught pupils with SEND in specialist schools for 15 years
- They are allocated 4 days a week to manage SEND provision
- We have a team of teaching assistants, including a number of higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

Teachers monitor progress against outcomes termly as part of the following process:



We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half-term
- Using pupil voice surveys
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing the programmes and outcomes set by external agencies



5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s). Parents are able to discuss concerns and any specific needs can be shared with the relevant centres before arrival.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Where appropriate, additional TA support will be provided to ensure pupil's needs are met at break and lunchtime through targeted play and use of resources.
- Personalised risk assessments are carried out for all trips to ensure that all pupils' needs are met and that they are safe.
- Social stories can be produced to support a child's understanding and ensure readiness for activities / special events.
- Outdoor learning is planned and differentiated to allow access for all.

5.12 Support for improving emotional and social development

Support for Improving Emotional and Social Development

School values have a high profile in the school and pupils are involved in a range of learning opportunities. Class teachers develop social and emotional skills through class discussions and circle time activities through our PSHE programme of work. Additionally:

- Social skills programmes are implemented.
- We regularly assess all children's development in this area using the Boxall Profile and address needs within the classroom
- The school has an Emotional Literacy Support Assistant (ELSA), a school counsellor and a play therapist
- Lunchtime supervisors will have an awareness of children to support at these less structured times.
- The school behaviour policy is very positive and applied consistently throughout the school providing shared language for staff and children.
- Whole School approach to Growth Mindset and meditation.
- Referrals can be made to the Home-School Link Worker, Family Support Workers, Child and Mindworks
- The Life Bus visits the school annually.
- The Garden of Hope provides a quiet environment for reflection and time out.
- There are a wide range of clubs available to the children, ranging from art to football.
- Nurture in Nature provision
- We have a zero-tolerance approach to bullying.
- Lunchtime friendship clubs such as "Woodland Buddies"
- We also have a school therapy dog and guinea pigs

6. Concerns about SEND provision and further support

6.1 Contact details for raising concerns

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.

The initial point of contact is the class teacher. Experience has shown that most concerns/complaints can be resolved satisfactorily at this informal stage. If this is not the case then the SENCO and/or Headteacher should be approached in the hope that a satisfactory resolution can be found.



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The school's Complaints Policy can be found on the school website; paper copies can be requested via the school office.

6.2 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

6.3 Contact details of support services for parents of pupils with SEND

These can be found on the [SEND Provision](#) section of our website or the Parents and Carers section of the [Local Offer](#).

Advice for parents is also available through:
Surrey SEND Information, Advice and Support Service
Third Floor, Consort House, 5 - 7 Queensway, Redhill, Surrey RH1 1BY
Tel: 01737 737300
Website: www.sendadvicesurrey.org.uk

6.4 The local authority local offer

Our local authority's local offer is published here: <https://www.surreylocaloffer.org.uk>
The school has published its own local offer on the school website, in response to the statutory requirement to provide a SEND Information Report.

7 Monitoring arrangements

This SEND Policy and the SEND information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

