



SEND Policy

Staff Responsible:	Mrs C. Smith
Governor Committee:	Teaching & Learning / FGB
Status & Review:	July 2025
Next Review Date:	July 2026

This policy is written in line with the requirements of:

Section 69(2) of the Children and Families Act 2014.

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014.
- SEN Code of Practice 2014.
- Regulation 51 and schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49.
- The Order setting out transitional arrangements, Section 137.
- Equality Act 2010: advice for schools DFE Feb 2013.
- Teachers Standards 2012.
- School policies which can also be found on our website. Our School Local Offer and SEND Information report which can be found on our website.

Aims

- to create an environment that meets the special educational needs of each child, both physically and academically;
- To ensure that the special educational needs of pupils are identified as early as possible, assessed and provided for;
- To enable all pupils to have full access to the school curriculum;
- To have high expectations and set suitable targets for all pupils;
- To ensure parents are part of all processes to support their children to progress and access education;
- To ensure our pupils have a voice in all processes, where appropriate;
- That all pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHCP (Education, Health and Care Plan).

Town Farm Primary School & Nursery is a highly inclusive school which strives to meet the needs of all individuals and groups of pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We believe that every teacher is a teacher of every child including those with SEND. The aims complement our whole school aims which are focused on securing an excellent curriculum, ethos and learning environment through which everyone can learn, participate and enjoy school. We will promote and inspire a lifelong love of learning, challenging children to think creatively and achieve high standards in all that they do. We will celebrate the diversity of abilities, faiths, cultures and languages in and beyond our community, extending the experiences of every child. We will enable children to develop the flexibility, resilience, confidence and resourcefulness to embrace the

opportunities and responsibilities of life. We will share our successes in achieving our aims, involving children, staff, parents and governors in our own school community and across the networks with whom we work in partnership.

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To enable all pupils to participate in lessons fully and effectively;
- To value and encourage the contribution of all pupils to the life of the school;
- To work in partnership with parents;
- To enable pupils to have their voice heard;
- To communicate with the Governing Body to enable them to fulfil their monitoring role;
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;
- To ensure the Ordinarily Available Provision (OAP) is being followed in school,
- To clarify the roles and responsibilities of staff and governors.

Surrey County Council is the admission authority for this school. To find up to date information about the school's admission arrangements and details on how to apply, either as part of the normal intake or during the school year. www.surreycc.gov.uk/schools-and-learning/schools/admissions

Identifying Special Educational Needs

SEND refers to a Special Educational Need or Disability. 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' At compulsory school age this means the child has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice)

2014 SEND Code of Practice describes 4 broad categories of need (Pg86-). These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEND.

The 4 areas of need are:

1. **Communication and Interaction, including:**
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. **Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:**
 - MLD (Moderate Learning Difficulties)
 - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)

3. Social, Emotional and Mental Health Difficulties. They include:

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder);
- ADHD (Attention Deficit Hyperactive Disorder);
- Attachment Disorder.

4. Sensory and/or Physical Needs, including:

- Vision Impairment (VI);
- Hearing Impairment (HI);
- Multi-Sensory Impairment (MSI);
- Physical Disability.

We also consider the following which may impact on progress and attainment of pupils, but do not consider them to be SEND:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND);
- Attendance and punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child (Child In Care);
- Being a child of a Serviceman/woman.

What happens when SEND has been identified? (A Graduated Response to SEND Support)

When a teacher is concerned that a pupil may have, or is already known to have, a special educational need, they will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will discuss their concerns with the SENCO who will detail and possibly also become involved in the gathering of information which will be used to inform next steps. At Town Farm Primary School, we have three levels of support:

Wave 1

Quality First Teaching. We believe that high-quality teaching which is skilfully differentiated to support individual needs is the best first approach for all pupils.

Wave 2

There are times when despite high-quality class teaching, some pupils do not make adequate progress. These could be pupils who are underachieving and need to make accelerated progress but may or may not necessarily be pupils with special educational needs. The class teacher will review the possible barriers preventing the pupil's progress. Parents, and where it is felt appropriate pupils themselves, will be invited to be involved in this process. Once the possible barriers to learning have

been identified, short-term interventions will begin. The pupil will be recorded on the SEND register, with parental consent, under the category of SEN Support. (This replaces the categories of School Action and School Action Plus.) A 'Pathway Plan', and a One Page Profile, will be completed. The Pathway Plan is intended to be a working document which is regularly updated as more is understood about the child's SEND and in response to interventions tried. (They are reviewed and adapted a minimum of 3 times per year) The class teacher and or SENCO will liaise with parents (and with the pupil if appropriate) in drawing up the plan which will detail clear outcomes reached by meeting the SMART (Specific, Measurable, Achievable, Relevant and Time-bonded) targets which are recorded.

Wave 3

If a pupil is still not making expected progress in any area despite high-quality class teaching and Wave 2 support, a different approach is needed. The class teacher and SENCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four-stage process of: Assess, Plan, Do, Review described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil.

The SENCO may decide to seek advice from external agencies. This is usually if progress rates are judged to be inadequate despite the delivery of high-quality interventions and Ordinarily Available Provision (OAP) in place. This will only be undertaken after parental consent has been obtained and may include referral to:

- Educational Psychologist Service (EP);
- Learning and Language Service (LLS);
- Speech and Language Service (SALT);
- Behaviour Support Service (BS);
- Autism Outreach Team (ASD outreach);
- Physical Sensory Support Service (PSSS);
- Educational Welfare Team (EWO);
- Children's Services;
- School Nurse;
- Child and Adolescent Mental Health Service (CAMHS), Mindworks Surrey, ND Spoke (Neurodevelopmental Services).

Assess, Plan, Do, Review Cycle

The SEND Code of Practice encourages an 'Assess, Plan, do, Review' approach to support pupils with SEND using Surrey's Graduated Response.

Assess - The class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will include drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

Plan - The teacher and SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The SENCO may decide to seek advice from external agencies in agreement with the parent.

Do – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

Review – The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEND register (in collaboration with parents). They would continue to be monitored closely by the Class teacher and SLT at the half-termly reviews.

Educational, Health and Care needs assessment EHCP

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, the Ordinarily Available Provision (OAP), a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. Pupils with a Statement of educational needs (pre-September 2014) or an Education Health and Care Plan (Post September 2014) will have an Annual Review of their statement/plan.

Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.

What provision will a child receive?

For pupils with SEND, but without an EHCP, the decision regarding the type and level of support provided will primarily be led by the SENCO, in consultation with the class teacher and parent.

Supporting pupils and families

As a school, we operate an 'open-door policy' where parents are able to speak to their child's class teacher or the SENCO – this is normally after school, to enable class teachers to discuss your child without teaching commitments. The school office is happy to make appointments for you to meet the SENCO at a mutually convenient time. We signpost parents to the Local Offer website: www.surreylocaloffer.org.uk

Transition for pupils with SEND

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding the pupil's needs will be shared with the receiving school. Arrangements may be made, for example individual visits or visits from a member of staff from the receiving school, depending of the needs of the pupil. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process. The school's admission arrangements can be found on the school's website.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. We also support pupils in their transition from schools and other educational settings to new schools. The SENCO is responsible for this with input from the relevant class teacher. We will make contact with the new school's SENCO as early as possible, to arrange for

them to visit us to discuss the individual needs of your child and to meet your child, as appropriate. We will work with the new school to ensure that they have the necessary paperwork, including examples of your child's current timetable, extra provision/interventions and strategies to support them. We will provide our contact details to your child's new school, should they have any further questions. The ASPIRE Programme organised by the Specialist Teachers of Inclusive Practice (STIPS) is in place in the Summer term to facilitate support for pupils transition to secondary school.

Roles and Responsibilities:

The SENCO Claire Smith (NASENCo) in collaboration with the Head Teacher and Governing Body takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers and other agencies.

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Liaising with parents of pupils with SEND.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that the school keeps the records of all pupils with SEND up to date.
- Supporting the Deputy Head teacher to line manage Teaching Assistants.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Providing/arranging appropriate training for teachers and support staff to ensure that they are equipped to meet the differing needs of SEND pupil.
- Liaising with other schools and outside agencies.

SEND Governor

- The governor's responsibility is to use best endeavours to ensure that the necessary special education provision is made for any pupil who has SEND;
- The governor will ensure that, pupils with SEND join in the everyday activities of the school, as far as is compatible with them receiving the necessary special educational provision;
- The governor will take account of the 'New SEND Code of Practice' when carrying out duties towards all pupils with SEND.

Head Teacher

- The Head Teacher's responsibility is the day-to-day management of all aspects of the school; this includes the support for children with SEND;
- Delegating key responsibilities for the day-to-day management of SEND to the SENCO and the class teachers, but is still ultimately responsible for ensuring that all children's needs are met;
- Ensuring that the Governing Body is kept up to date about any issues in school relating to SEND.

All Staff

All teachers are teachers of children with special educational needs.

- High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching;

- All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment;
- Class teachers and subject leaders, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. (2014 SEN Code of Practice page 95);
- Work with the SENCO to write Pathway Plans for SEND pupils;
- Support pupils to achieve their SEN Pathway Plans;
- Liaise with parents to discuss progress, professional reports and concerns.

Additional roles

- The Head Teacher, Deputy Heads, Assistant Head, Welfare lead and SENCO are the Designated Teachers with specific Safeguarding Responsibility.
- The Welfare/Attendance Officer is also responsible for meeting the medical needs of pupils.
- The SENCO is the designated LAC (Looked After Children/Children In Care) teacher.
- The Deputy Head is responsible for managing the school's Pupil Premium Grant.

Storing and Managing Information:

Class teachers are responsible for storing and managing their own SEND files. A SEND file for each SEND child is kept in a locked cabinet. Transfer of information to other schools occurs on transition from KS2 to KS3 or if a child who has SEND transfers to another school whilst at Town Farm Primary School.

Monitoring and Evaluation of SEND:

- The Senior Leadership team carries out regular Learning Walks regularly focusing on SEND planning and differentiation. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered;
- All children's progress is monitored on a half-termly basis so that we can identify any children who are working below the expected level, or who are making slower progress;
- The SENCO monitors the movement of pupils on the SEND register;
- Children accessing interventions (including Shine Interventions) are monitored on the school Provision Map so evaluations of the impact of the intervention for individual children using an assessment at the start of the intervention programme, and at the end are made;
- Teachers and Learning support Assistants work together to discuss the progress of children in their class. Work is planned accordingly to ensure children continue to make progress. Regular parental discussions;
- Parents will receive an annual school report which will also discuss the progress of your child across the whole year. (Report to parents 3 times a year). There are also opportunities to meet the teacher regularly to discuss progress;
- The SEN Governor is involved in monitoring SEND within the school.

Training and resources:

The school is committed to all staff being given the opportunity to attend additional training to meet the needs of pupils in their care. This can take the form of

- school-based training from school staff with specialist training or with colleagues disseminating information gained at course recently attended;
- sessions with guest speaker/ outside agency/trainer with specialist knowledge;

- courses attended with the local authority or with specialist organisations;
- The school's SENCO regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Specialist equipment will be considered on an individual basis.

Examples of recent training include:

SENCO Network;
Safe Whole School SEND training;
Regular Safeguarding Training;
Looked After Children updates;
EBSNA training;
Zones of Regulation;

Dealing with complaints:

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's *Complaints policy and procedures* document. We encourage parents to discuss their concerns initially with the class teacher, Assistant and Deputy Heads and the Head of School to resolve the issue before making a formal complaint to the Chair of the Governing Body. (Request the *responding to parental concerns policy and procedures* from the school office).

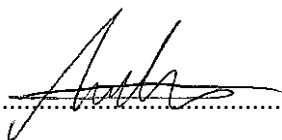
Reviewing the policy:

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Date approved: September 2025

Policy to be reviewed: July 2026

Signed:.....



(Headteacher)

Signed:.....



(Chair of Governors)