The Federated Schools of Wood Street Infant School & Worplesdon Primary School

Special Educational Needs and Disabilities policy

Policy Reviewed	May 2026
Next Review	May 2027

Contents

1 Introduction 1
2 Definition of Special Educational Needs 1
2.1 Learning Difficulty Definition 1
2.2 Special Education Provision Definition 1
3. Legislation & Guidance 1
4. Philosophy 2
5. Aims & Objectives 2
6. Roles and Responsibilities 4
6.1 The Governing Body 4
6.2 The Headteacher 4
6.3 The SENDCO & Assistant Head for Inclusion 4
6.4 Class Teachers 5
6.5 Teaching Assistants 5
6.6 The SEND Governor 6
7. Identification, Assessment and Provision 6
7.1 Early Identification 6
7.2 Assessment 6
7.3 Provision 7
8. The Graduated Approach 7
8.1 Universal Provision (Quality First Teaching) 7
8.2 School SEND Support 8
8.3 Specialist SEND Support 9
8.4 Education, Health and Care Plans 9
9. Managing Pupils on the SEND Register 10
9.1 Provision Maps 10
9.2 One Page Pupil Profiles 11
9.3 Pathway Plans 11
9.4 Annual Reviews 11
10. The Haven Centre 11
Purpose and Aims 11
Staffing and Provision 12
Admission to The Haven 12
Inclusion with Mainstream 12
11. Criteria for Exiting the SEND Register 12

12. Supporting Pupils and Families 12
12.1 Partnership with Parents 12
12.2 Pupil Voice 13
12.3 The Local Offer 13
12.4 Supporting Families 13
13. Supporting Pupils with Medical Conditions 14
14. Training and Resources 14
14.1 Staff Training 14
14.2 SEND Budget and Resources 15
14.3 Deployment of Teaching Assistants 15
15. Monitoring and Evaluation 15
16. Accessibility and Inclusion 16
16.1 Reasonable Adjustments 16
16.2 Access to the Curriculum 16
16.3 Extra-Curricular Activities 17
17. Storing and Managing Information 17
18. Working with External Agencies 18
19. Transition Arrangements 18
19.1 Transition into School 18
19.2 Transition Between Year Groups 19
19.3 Transition to Secondary School 19
20. Looked After Children with SEND 19
21. Dealing with Complaints 20
23. Review and Monitoring 21

1 Introduction

This policy has been written in line with the requirements outlined in the SEND Code of Practice 2015. It sets out how Worplesdon Primary School and Wood Street Infant School will support and make provision for pupils with special educational needs and disabilities (SEND).

This policy should be read in conjunction with our SEND Information Report, which is published on our school website and provides detailed information about how we implement this policy in practice.

2 Definition of Special Educational Needs

Children may have special educational needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

2.1 Learning Difficulty Definition

Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; or
c) Are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.
d) Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.2 Special Education Provision Definition

Special educational provision means:

a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
b) For children under two, educational provision of any kind.

3. Legislation & Guidance

This policy is based on the statutory requirements laid out in the:

- Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Mental Capacity Act 2005
- United Nations Convention on the Rights of the Child (Articles 12 and 13)

It has also been developed with regard to:

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2026
- Supporting Pupils with Medical Conditions statutory guidance

- Accessibility Plans statutory guidance
- Teachers' Standards 2012
- Data Protection Act 2018, UK GDPR, and Data (Use and Access) Act 2025

4. Philosophy

The school recognises every child's right to a broad and balanced education, which gives them opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Children with SEND are welcome at our school. The school makes provision for children with a range of needs identified broadly by the four areas:

- Cognitive and learning;
- Communication and interaction;
- Social, mental and emotional health ;
- Sensory and/or physical.

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas.

Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in Education Health Care Plans.

We are committed to ensuring that pupils with SEND can participate fully in all aspects of school life, including extra-curricular activities, educational visits and residential trips.

We recognise that some pupils may have SEND at different points in their school career, and that needs may change over time. We are committed to early identification and intervention to ensure the best possible outcomes for all pupils.

5. Aims & Objectives

Our overarching aims are to:

- Ensure that all children have access to a broad and balanced curriculum, personalised as appropriate to meet individual needs
- Ensure all children are given equality of opportunity to participate fully in school activities
- Provide maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- Ensure all children have opportunities to meet personal standards of excellence
- Ensure that pupils with SEND are able to make progress in line with their peers and achieve their full potential
- Promote positive attitudes towards pupils with SEND and ensure they are valued members of our school community

To achieve these aims, our objectives are to:

- Ensure compliance with the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, and Articles 12 and 13 of the United Nations Convention on the Rights of the Child
- Ensure early identification of special educational need
- Ensure effective assessment and monitoring of needs
- Ensure that there is a clear approach to identifying and responding to SEND, with appropriate assessment and support in place
- Remove barriers to learning and achievement
- Provide a relevant graduated response to children's needs
- Ensure appropriate provision for children with SEND
- Ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- Ensure all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- Provide training and support for all staff working with pupils with SEND
- Enable parents to play their part in supporting their child's education
- Establish close and effective partnership between parents, schools and outside agencies
- Work in partnership with parents, pupils and external agencies to provide support for pupils with SEND
- Ensure children's views are valued and listened to

The Haven - centre provision for 21 high COIN pupils.

Our aims for children within our centre are:

- To promote centre pupils understanding of themselves, their feelings and emotions, their Autism/ needs and their ability to manage themselves effectively
- To develop academically at a similar rate to their peers in the mainstream classroom and promote accessing learning in mainstream classrooms / with mainstream peers where they are comfortable to do so. As appropriate, increasing this time through a planned approach; recognising any further social learning that may be required.
- To access and benefit from the mainstream curriculum developed at Worplesdon and to have academic assessment based on Worplesdon models
- For Worplesdon's SEN and Autistic mainstream pupils, parents and families to benefit from the centre facilities and expertise of the staff team through creative use of the resources available within both school settings.
- For all pupils, staff and parents of both school settings to benefit from the association of the two schools as they move forward.

6. Roles and Responsibilities

6.1 The Governing Body

The governing body has a legal duty to:

- Do its best to ensure that the necessary provision is made for any pupil who has SEND
- Ensure that, where the headteacher or the appropriate governor has been informed that a pupil has SEND, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND
- Consult the local authority and other schools, when appropriate, in the interests of coordinated special educational provision in the area
- Ensure that pupils with SEND engage in activities alongside pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other pupils, and the efficient use of resources
- Have regard to the SEND Code of Practice 2015 when carrying out these duties
- Ensure the school has arrangements in place to support pupils with medical conditions
- Publish information on the school website about the implementation of the school's policy for pupils with SEND (the SEND Information Report)
- Publish the school's accessibility plan
- Ensure the school meets its duties under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The governing body will:

- Monitor the quality and effectiveness of SEND provision through regular reports from the SENDCO and SEND Governor
- Ensure that SEND provision is an integral part of the School Development Plan
- Ensure that the SENDCO has sufficient time and resources to carry out their role effectively
- Review this policy annually

6.2 The Headteacher

The headteacher is responsible for:

- The day-to-day management of all aspects of the school, including SEND provision
- Ensuring that pupils with SEND are fully integrated into the life of the school
- Keeping the governing body informed about SEND provision and issues
- Working closely with the SENDCO to ensure effective leadership and management of SEND
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Monitoring the quality of teaching and learning for pupils with SEND
- Ensuring that the school's SEND provision is evaluated regularly
- Allocating appropriate resources (time, staffing, budget) to SEND provision
- Ensuring that all staff receive appropriate training and professional development in relation to SEND

6.3 The SENDCO & Assistant Head for Inclusion

The SENDCO & Assistant Head for Inclusion at both schools is: Maddie Dunne

Responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Liaising with the Head of Centre in The Haven to ensure children in the centre are integrated into mainstream classes where they can achieve success and children's strengths and interests are considered during decision making
- Ensuring staff have ongoing training so they feel confident in supporting the additional needs of pupils

Additional responsibilities include:

- Maintaining and updating the SEND register
- Leading on the development and review of SEND policy and provision
- Coordinating and monitoring provision maps and pupil profiles
- Supporting class teachers in the identification and assessment of SEND
- Monitoring the progress of pupils with SEND
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies
- Ensuring that appropriate Individual Education Plans (Provision Maps) are in place
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Making referrals to external agencies and coordinating the involvement of external agencies
- Leading SEND training for staff
- Preparing and reviewing information for the governing body and contributing to the SEND Information Report
- Managing the SEND budget in consultation with the headteacher and senior leadership team

The SENDCO will be allocated sufficient time to carry out these responsibilities.

6.4 Class Teachers

All teachers are teachers of pupils with SEND. Class teachers are responsible for:

- The progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff
- Providing high quality teaching (Quality First Teaching) that is differentiated to meet the diverse needs of all pupils
- Identifying pupils who may have SEND and raising concerns with the SENDCO
- Working with the SENDCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, and the views of parents and the pupil
- Contributing to the development and review of provision maps and pupil profiles
- Ensuring that provision maps are implemented effectively in the classroom
- Ensuring that all pupils have access to a broad and balanced curriculum
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Working closely with teaching assistants and other support staff to plan and assess the impact of support and interventions
- Ensuring that teaching assistants are deployed effectively to support learning
- Maintaining regular communication with parents about their child's progress and needs
- Contributing to pupil voice activities and ensuring pupils with SEND are involved in decisions about their support
- Attending training on SEND as required

6.5 Teaching Assistants

Teaching assistants play a vital role in supporting pupils with SEND. They are responsible for:

- Working under the direction of the class teacher and SENDCO

- Supporting pupils with SEND to access learning and make progress
- Implementing interventions and support programmes as directed
- Providing feedback to the class teacher on pupil progress and the effectiveness of interventions
- Contributing to the assessment and review of pupils with SEND
- Supporting pupils' social and emotional development
- Promoting independence and ensuring pupils do not become over-reliant on adult support
- Attending training on SEND as required
- Maintaining confidentiality and following school policies and procedures

We are committed to ensuring that teaching assistants:

- Receive appropriate training and professional development
- Are deployed effectively to maximise impact on pupil progress
- Work collaboratively with teachers to plan and deliver support
- Have opportunities to feed back on the effectiveness of interventions

6.6 The SEND Governor

The SEND Governor is: Pauline Alexander

The SEND Governor is responsible for:

- Having oversight of the school's arrangements for SEND
- Ensuring that the governing body is kept informed about SEND provision and issues
- Meeting regularly with the SENDCO to discuss SEND provision
- Monitoring the effectiveness of the school's SEND policy and provision
- Ensuring that SEND is an integral part of the School Development Plan
- Reporting to the full governing body on SEND provision and outcomes
- Ensuring the school meets its statutory duties regarding SEND
- Supporting the headteacher and SENDCO in the strategic development of SEND provision
- Championing the needs of pupils with SEND

7. Identification, Assessment and Provision

7.1 Early Identification

We are committed to the early identification of SEND. Early identification is essential to ensure that pupils receive the support they need as quickly as possible.

Pupils may be identified as having SEND through:

- Concerns raised by parents
- Concerns raised by teachers based on classroom observations, assessments and pupil progress data
- Information from previous settings or schools
- Concerns raised by the pupil themselves
- Liaison with external agencies
- Health or social care assessments

We recognise that early identification is not just about identifying pupils who are falling behind. It is also about identifying pupils who may be making progress but require additional support to reach their full potential.

7.2 Assessment

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need or disability, this information may be transferred from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- Involve parents in implementing a joint learning approach at home

Assessment is an ongoing process. We use a range of assessment tools and approaches to identify and assess SEND, including:

- Baseline assessments on entry to school
- Regular formative and summative assessments
- Standardised tests and screening tools
- Observations of pupils in different contexts
- Information from parents and pupils
- Assessments by external specialists (where appropriate)

Where a pupil is identified as having SEND, we will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment
- The views and experience of parents
- The pupil's own views
- Advice from external support services (where appropriate)

This analysis will be reviewed regularly to ensure that support is matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

7.3 Provision

In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed.

If schools refer a child for an Education, Health Care Plan, they should provide the LA with a record of their work with the child, including the arrangements they have already made through the Pathway Plan.

We are committed to ensuring that all pupils with SEND receive provision that is:

- Based on accurate assessment of need
- Focused on outcomes for the pupil
- Reviewed regularly to ensure it is effective
- Delivered by appropriately trained staff
- Additional to or different from the differentiated curriculum

All provision for pupils with SEND is based on the graduated approach of Assess, Plan, Do, Review.

8. The Graduated Approach

A child who is identified as needing additional support will access provision through the Surrey graduated response. This has four stages that align to the expectations of the SEND Code of Practice. In each four stages there are four areas of focus: Identification of need; assessment and planning; intervention and support; evaluating progress and review (Assess, Plan, Do, Review). A school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions.

We follow the graduated approach outlined in the SEND Code of Practice 2015. This involves a four-part cycle:

1. **Assess** - A clear analysis of the pupil's needs
2. **Plan** - Agreement of the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review
3. **Do** - Implementation of the support and interventions
4. **Review** - Evaluation of the effectiveness of the support and interventions and their impact on the pupil's progress

This cycle is continuous and enables us to identify what works and what needs to be changed.

8.1 Universal Provision (Quality First Teaching)

Universal provision is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing personalised work and creating an inclusive learning environment.

Quality First Teaching is our first step in responding to pupils who have or may have SEND. All pupils, including those with SEND, receive high quality teaching that is differentiated to meet their individual needs.
Quality First Teaching includes:

- Clear learning objectives and success criteria
- Lessons that are well-structured and appropriately paced
- A variety of teaching styles and approaches
- Differentiated activities, resources and outcomes
- Effective use of questioning
- Regular formative assessment and feedback
- An inclusive classroom environment
- High expectations for all pupils
- Opportunities for pupils to work independently, in pairs and in groups
- Use of visual aids, practical resources and ICT to support learning
- Clear routines and behaviour expectations
- Positive relationships between staff and pupils

Teachers are responsible for the progress of all pupils in their class, including those with SEND. Where a pupil is not making expected progress despite Quality First Teaching, the class teacher will discuss this with the SENDCO.

8.2 School SEND Support

School SEND Support is evidence-based support and intervention provided by the school for children with additional and special educational needs.

Where a pupil continues to make less than expected progress despite Quality First Teaching, they may be placed on the SEND register at the level of School SEND Support.

The triggers for intervention through SEND Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

At this stage, the class teacher and SENDCO will:

- Carry out a clear analysis of the pupil's needs
- Agree the support and interventions to be put in place
- Create a Provision Map outlining the additional or different provision
- Set clear outcomes for the pupil
- Agree a date for review
- Involve the pupil and parents in the process

Interventions at this stage may include:

- Small group work or 1:1 support
- Specific literacy or numeracy interventions
- Social skills groups
- Speech and language support

- Sensory or physical support
- Use of specialist equipment or resources
- Adaptations to the curriculum or environment

The Provision Map will be reviewed termly and updated as necessary.

8.3 Specialist SEND Support

Specialist SEND Support is where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need. At this point we will consider involving specialists, including those secured by the school itself or from outside agencies.

Where a pupil continues to make less than expected progress despite School SEND Support, we will involve specialists to provide additional assessment and advice.
Specialists may include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Specialist teachers (e.g. for hearing impairment, visual impairment, autism)
- Child and Adolescent Mental Health Services (CAMHS)
- School nurse or other health professionals
- Social care professionals
- Behaviour support services

The Assistant Head for Inclusion will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme (Provision Map).
Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

At this stage, a Pathway Plan will be created to document:

- The views of the pupil, parents/carers, teachers and professionals
- The pupil's needs
- The provision the pupil will receive
- Actions to be taken and by whom
- Review dates

The Pathway Plan is a working document that is reviewed regularly with all parties involved.

8.4 Education, Health and Care Plans

Statutory EHCP is where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress. At this point the school will consider whether it needs to request an Education, Health and Care needs assessment.

Where a pupil has severe and complex needs that cannot be met through School SEND Support or Specialist SEND Support, the school or parents may request an Education, Health and Care (EHC) needs assessment from the local authority.

The parents/carers have the right to request an Education, Health and Care Plan (EHCP) assessment at any stage if they feel that their child's special educational needs cannot be met over time even if the school continues to take relevant and purposeful action as outlined above.

Where a request for an Education, Health and Care assessment is made to the Local Authority, then it needs to be supported by information about the child's attainment and rate of progress and evidence of the action taken by school as part of support for your child's special educational needs.

The local authority will consider the request and decide whether to carry out an assessment. If an assessment is agreed, the local authority will gather information from:

- The school
- Parents
- The pupil
- Health professionals
- Social care (if involved)
- Any other relevant professionals

Following the assessment, the local authority will decide whether to issue an EHC Plan. If an EHC Plan is issued, it will specify:

- The pupil's special educational needs
- The outcomes sought for the pupil
- The special educational provision required
- Any health and social care provision required
- The type of school or other setting the pupil should attend

The school will work closely with parents and the local authority throughout this process.

Where a pupil has an EHC Plan, the school will:

- Ensure that the provision specified in the Plan is delivered
- Monitor the pupil's progress towards the outcomes in the Plan
- Hold an Annual Review meeting at least once a year to review the Plan
- Involve the pupil and parents fully in the Annual Review process
- Work with external agencies to ensure coordinated support

9. Managing Pupils on the SEND Register

9.1 Provision Maps

Strategies employed to enable the child to progress will be recorded within a Provision Map. The provision map will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Impact of the interventions and support against the outcome (to be recorded when provision map is reviewed)

The Provision Map will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs.

The provision map will be reviewed three times a year and parents' views on their child's progress may be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets. The Provision Map will be stored and maintained on the school network and updated by the class teacher, special needs assistant and the SENDCO & Assistant head for Inclusion.

Provision Maps are working documents that are shared with:

- The pupil (in an age-appropriate way)
- Parents
- All staff working with the pupil
- External agencies (where appropriate)

9.2 One Page Pupil Profiles

For every child receiving SEND Support a One Page Pupil Profile will be completed. A One Page Pupil Profile is developed by bringing together contributions from the young person, their parents/carers, teachers and learning support assistants. It aims to provide a rounded picture of the child created to reflect the child's views and everyone's expertise. The profile considers: what the child considers that people like and admire about them; what makes them happy; how they feel they can be supported.

One Page Pupil Profiles are displayed in classrooms (with parental consent) to ensure all staff are aware of the pupil's needs and how best to support them.

9.3 Pathway Plans

The Profile is to be used as part of a Pathway Plan; this is a document used when a child receives specialist SEND support. The Pathway Plan documents the views of the pupil, parents/carers, teachers and professionals from outside agencies e.g. speech and language therapists, educational psychologists, social care, CAMHS etc in stating the needs of the child and the provision the pupil will receive. The Pathway Plan is a working document where the actions are planned, followed through and reviewed on a regular basis.
Pathway Plans are reviewed at least termly with all parties involved.

9.4 Annual Reviews

For pupils with an EHC Plan, an Annual Review meeting will be held at least once a year. The purpose of the Annual Review is to:

- Review the pupil's progress towards the outcomes in the EHC Plan
- Review the provision being made
- Consider whether the EHC Plan needs to be amended
- Set new outcomes for the coming year
- Ensure the pupil is on track to achieve their long-term outcomes

The Annual Review will involve:

- The pupil (in an age-appropriate way)
- Parents
- The SENDCO
- The class teacher
- A representative from the local authority
- Any external professionals involved with the pupil

Annual Review reports will be sent to the local authority within two weeks of the meeting.

10. The Haven Centre

The Haven is our specialist resourced provision for pupils with complex communication and interaction needs, including autism. The Haven currently supports up to 21 pupils.

Purpose and Aims

The Haven - centre provision for 21 high COIN (Communication and Interaction Needs) pupils.
Aims:

- To promote centre pupils' understanding of themselves, their feelings and emotions, their autism/needs and their ability to manage themselves effectively
- To develop academically at a similar rate to their peers in the mainstream classroom and promote accessing learning in mainstream classrooms/with mainstream peers where they are comfortable to do so. As

appropriate, increasing this time through a planned approach; recognising any further social learning that may be required
- To access and benefit from the mainstream curriculum developed at Worplesdon and to have academic assessment based on Worplesdon models
- For Worplesdon's SEN and autistic mainstream pupils, parents and families to benefit from the centre facilities and expertise of the staff team through creative use of the resources available within both school settings
- For all pupils, staff and parents of both school settings to benefit from the association of the two schools as they move forward

Staffing and Provision

The Haven is led by the Head of Centre with each class being taught by a specialist teacher and supported by special needs teaching assistants. This high staff to pupil ratio enables the pupils within The Haven to receive the appropriate provision as set out in their Education, Health and Care Plan, as well as enabling the children to integrate in the mainstream with adult support. Furthermore, the centre benefits from the expertise of speech and language therapists, occupational therapists and physiotherapists.

Admission to The Haven

Admission to The Haven is via the local authority's SEND panel. All pupils in The Haven have an Education, Health and Care Plan that names The Haven as the appropriate provision.

Inclusion with Mainstream

Pupils in The Haven are members of the wider school community. Inclusion opportunities are planned carefully to ensure pupils can:

- Access mainstream learning where appropriate
- Develop social skills with mainstream peers
- Participate in whole school activities and events
- Build confidence and independence

Inclusion is planned on an individual basis, taking into account each pupil's needs, strengths and interests.

11. Criteria for Exiting the SEND Register

A pupil may be removed from the SEND register when:

- They have made sufficient progress and are now working at age-related expectations
- They no longer require provision that is additional to or different from that made generally for other pupils
- The barriers to learning have been overcome
- They are able to access the curriculum without additional support

The decision to remove a pupil from the SEND register will be made by the SENDCO in consultation with:

- The class teacher
- Parents
- The pupil (where appropriate)
- Any external professionals involved

Even when a pupil is removed from the SEND register, we will continue to monitor their progress to ensure they continue to make expected progress. If concerns arise, the pupil may be placed back on the SEND register.

12. Supporting Pupils and Families

12.1 Partnership with Parents

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents will be treated as partners and supported to play an active and valued role in their children's education.

A copy of the provision map will be given to the parents. This will normally be presented and discussed with parents at the termly Parents Consultation Evening. When a child is judged to merit being placed on SEND Support the parents will be informed and will also be given information about Special Needs provision and organisation. Parents will also be asked to contribute towards the One Page Pupil Profile and Pathway Plans.

We are committed to:

- Communicating regularly with parents about their child's progress and needs
- Involving parents in decision-making about their child's support
- Listening to parents' concerns and responding promptly
- Providing parents with clear information about SEND provision and processes
- Supporting parents to help their child at home
- Signposting parents to external support services where appropriate

Parents will be invited to:

- Contribute to the assessment of their child's needs
- Help develop and review provision maps and pupil profiles
- Attend termly review meetings to discuss their child's progress
- Share information about what works well at home
- Raise any concerns about their child's progress or wellbeing

We recognise that parents know their children best and we value their input in supporting their child's education.

12.2 Pupil Voice

We are committed to involving pupils in decisions about their support. Pupils' views are central to the assess, plan, do, review cycle.

We will ensure that pupils are involved in:

- Identifying their own needs and strengths
- Setting their own targets and outcomes
- Reviewing their progress
- Deciding what support is helpful
- Planning for transitions

The way we gather pupil voice will be age-appropriate and may include:

- One-to-one conversations with the class teacher or SENDCO
- Pupil-friendly questionnaires or surveys
- Pupil contributions to provision maps and pupil profiles
- Pupil attendance at review meetings (where appropriate)
- Pupil-led conferences
- Visual tools such as emotion charts or scaling activities

We recognise that some pupils may need additional support to express their views, and we will use a variety of communication methods to ensure all pupils can participate.

12.3 The Local Offer

Surrey County Council publishes a Local Offer which sets out the support available for children and young people with SEND aged 0-25 and their families.

The Local Offer includes information about:

- Education, health and social care services
- Support for preparing for adulthood
- Leisure activities and short breaks
- Support for parents and carers

Parents can access Surrey's Local Offer at: [www.surreylocaloffer.org.uk]

Our school's SEND Information Report, published on our website, explains how we contribute to the Local Offer and the provision we make for pupils with SEND.

12.4 Supporting Families

We recognise that having a child with SEND can be challenging for families. We are committed to supporting families beyond the classroom.

We will:

- Provide information about local and national support groups and services
- Signpost families to the SEND Information, Advice and Support Service (SENDIASS) in Surrey
- Share information about workshops, training and events for parents
- Offer opportunities for parents to meet other families with similar experiences
- Provide information about financial support that may be available (e.g. Disability Living Allowance)
- Support families with applications for Education, Health and Care assessments where appropriate

Parents can contact the SENDCO if they need support or information about any aspect of their child's SEND.

13. Supporting Pupils with Medical Conditions

We recognise our duty under Section 100 of the Children and Families Act 2014 to make arrangements to support pupils with medical conditions.

We have a separate policy for Supporting Pupils with Medical Conditions which should be read alongside this SEND policy.

It is important to distinguish between SEND and medical conditions:

- Not all pupils with medical conditions will have SEND
- Not all pupils with SEND will have medical conditions
- Some pupils will have both SEND and medical conditions

Where a pupil has both SEND and a medical condition, we will ensure that:

- Provision is coordinated between education, health and care services
- The pupil's individual healthcare plan (IHP) and provision map/EHCP work together
- All staff are aware of both the pupil's medical and educational needs
- Reasonable adjustments are made to support the pupil's access to education

For pupils with medical conditions that impact their learning or access to education, we will work closely with health professionals to ensure appropriate support is in place.

14. Training and Resources

14.1 Staff Training

We are committed to ensuring that all staff have the knowledge, skills and understanding to support pupils with SEND effectively.

All staff will receive:

- Induction training on the school's SEND policy and procedures
- Information about the SEND needs of pupils they will be teaching
- Regular updates on SEND through staff meetings and INSET days
- Access to specialist training as needed

The SENDCO will:

- Identify training needs through performance management, lesson observations and discussions with staff
- Coordinate training for all staff on SEND
- Provide or arrange specialist training for staff working with pupils with specific needs
- Ensure that training records are maintained
- Evaluate the impact of training on pupil outcomes

Training may include:

- Understanding different types of SEND (e.g. autism, dyslexia, ADHD)
- Differentiation and Quality First Teaching strategies
- Behaviour management approaches

- Supporting pupils with speech, language and communication needs
- Supporting pupils with social, emotional and mental health needs
- Using specialist equipment or resources
- Working effectively with teaching assistants
- Implementing specific interventions

The SENDCO will attend regular training and network meetings to keep up to date with local and national developments in SEND.

14.2 SEND Budget and Resources

The school receives funding to support pupils with SEND through:

- The notional SEND budget (part of the school's core budget)
- Pupil Premium funding (where applicable)
- Top-up funding for pupils with high needs (where applicable)

The headteacher and SENDCO are responsible for:

- Allocating the SEND budget effectively to meet pupils' needs
- Ensuring resources are deployed to have maximum impact on pupil outcomes
- Monitoring spending and evaluating value for money
- Reporting to governors on SEND spending and outcomes

SEND funding is used to provide:

- Additional teaching and support staff
- Specialist resources and equipment
- Training for staff
- External specialist advice and support
- Interventions and programmes
- Adaptations to the environment

The deployment of resources is reviewed regularly to ensure it is having the desired impact on pupil progress.

14.3 Deployment of Teaching Assistants

We recognise the valuable role that teaching assistants play in supporting pupils with SEND. However, we are committed to ensuring that teaching assistants are deployed effectively and that pupils do not become over-reliant on adult support.

Teaching assistants will:

- Work under the direction of the class teacher
- Support pupils to access learning and develop independence
- Deliver specific interventions as directed
- Provide feedback to teachers on pupil progress
- Support pupils' social and emotional development

We will ensure that:

- Teaching assistants receive appropriate training and professional development
- Teachers plan work for teaching assistants to deliver
- Teaching assistants have time to prepare and provide feedback
- The impact of teaching assistant support is monitored and evaluated
- Pupils have opportunities to work independently and with their peers, not just with an adult

The class teacher remains responsible for the progress of all pupils, including those supported by teaching assistants.

15. Monitoring and Evaluation

We are committed to monitoring and evaluating the quality and effectiveness of our SEND provision to ensure that all pupils with SEND make good progress and achieve their potential.

The SENDCO will monitor SEND provision through:

- Regular review of provision maps and pupil progress data
- Lesson observations and learning walks
- Work scrutiny

- Discussions with pupils, parents and staff
- Analysis of intervention impact data
- Tracking the progress of pupils with SEND as a group
- Reviewing the outcomes of Annual Reviews for pupils with EHCPs

The headteacher and senior leadership team will:

- Monitor the quality of teaching for pupils with SEND
- Ensure SEND is a priority in the School Development Plan
- Review SEND provision and outcomes with the SENDCO regularly
- Report to governors on SEND provision and outcomes

The governing body will:

- Monitor the implementation of the SEND policy
- Ensure the school meets its statutory duties regarding SEND
- Review SEND provision and outcomes at least termly
- Ensure SEND is considered in all aspects of school development
- Challenge and support the school to improve outcomes for pupils with SEND

We will evaluate the effectiveness of our SEND provision by:

- Comparing the progress of pupils with SEND to that of their peers
- Tracking the progress of different groups of pupils with SEND (e.g. by type of need, year group)
- Gathering feedback from pupils, parents and staff
- Reviewing the impact of interventions
- Monitoring attendance, behaviour and wellbeing of pupils with SEND
- Reviewing the number of pupils on the SEND register and the reasons for this
- Evaluating the cost-effectiveness of provision

The outcomes of monitoring and evaluation will be used to:

- Identify areas for improvement
- Inform future planning and resource allocation
- Celebrate successes
- Share good practice
- Update the SEND policy and provision

16. Accessibility and Inclusion

16.1 Reasonable Adjustments

We have a duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to ensure they are not placed at a substantial disadvantage compared to their peers.

Reasonable adjustments may include:

- Changes to practices or procedures
- Changes to the physical environment
- Provision of auxiliary aids or services
- Adjustments to the curriculum or timetable
- Additional support or resources

We will consider what reasonable adjustments are needed on a case-by-case basis, in consultation with pupils, parents and external specialists where appropriate.

Our Accessibility Plan sets out how we plan to increase access to education for pupils with disabilities over time. This is reviewed regularly and is available on our website.

16.2 Access to the Curriculum

We are committed to ensuring that all pupils, including those with SEND, have access to a broad and balanced curriculum.

We will ensure access to the curriculum through:

- High quality, differentiated teaching
- Appropriate grouping of pupils

- Use of specialist resources and equipment
- Adaptations to the curriculum where necessary
- Additional adult support where appropriate
- Use of alternative methods of recording
- Adjustments to assessment arrangements
- Reasonable adjustments for pupils with disabilities

For some pupils, we may need to adapt the curriculum more significantly. This might include:

- Use of the Pebbles Curriculum for pupils who are working significantly below age-related expectations. The Pebbles Curriculum is a catch-up curriculum designed to support pupils who are not yet ready to access our main Essentials Curriculum. It provides a structured approach to developing foundational skills in literacy and numeracy. Pupils accessing the Pebbles Curriculum will have their progress tracked using our school's assessment system, Depth of Learning
- Focus on developing life skills and independence
- Increased emphasis on communication, social and emotional development
- Use of alternative accreditation routes (in secondary schools)

Any adaptations to the curriculum will be discussed with pupils and parents and will be reviewed regularly to ensure they remain appropriate.

16.3 Extra-Curricular Activities

We are committed to ensuring that pupils with SEND can participate fully in extra-curricular activities, including:

- School clubs and activities
- Educational visits
- Residential trips
- Sports teams and competitions
- Performances and productions
- Enrichment activities

We will make reasonable adjustments to enable pupils with SEND to participate, which may include:

- Providing additional adult support
- Adapting activities to meet individual needs
- Making adjustments to venues or transport
- Providing specialist equipment
- Offering alternative activities where appropriate

No pupil will be excluded from an activity solely because of their SEND or disability. If there are health and safety concerns, we will carry out a risk assessment and put appropriate measures in place to enable the pupil to participate safely.

We actively encourage pupils with SEND to participate in extra-curricular activities and will work with parents to overcome any barriers to participation.

17. Storing and Managing Information

We will store and manage information about pupils with SEND in accordance with:

- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- The Data (Use and Access) Act 2025
- Our school's Data Protection Policy

Information about pupils with SEND will be:

- Stored securely, with access limited to those who need it
- Kept up to date and reviewed regularly
- Shared appropriately with staff who need to know
- Shared with parents and pupils (where appropriate)
- Transferred to new settings when pupils move schools
- Retained in accordance with our retention schedule

We will ensure that:

- Provision maps, pupil profiles and other SEND records are stored securely on the school network
- Paper records are stored in locked filing cabinets
- Staff understand their responsibilities regarding confidentiality and data protection
- Information is only shared with external agencies with parental consent (except where there are safeguarding concerns)

Parents have the right to request access to information we hold about their child. Requests should be made to the school office.

18. Working with External Agencies

We work closely with a range of external agencies to support pupils with SEND and their families. This collaborative approach ensures that pupils receive coordinated support from education, health and social care services.
External agencies we work with include:

Educational Services:

- Educational Psychology Service
- Specialist teachers for hearing impairment, visual impairment, physical disability, autism
- Behaviour support services
- Early Help services

Health Services:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Community paediatricians
- Other medical specialists

Social Care:

- Children's Social Care
- Early Help teams
- Family support services

Other Services:

- Voluntary and community organisations
- Parent support groups
- SENDIASS (SEND Information, Advice and Support Service)

We will:

- Make referrals to external agencies with parental consent
- Share relevant information with external agencies (with consent)
- Implement advice and recommendations from specialists
- Attend multi-agency meetings
- Coordinate support from different agencies
- Keep parents informed of involvement of external agencies
- Review the impact of external agency involvement

The SENDCO is the key point of contact for external agencies and will coordinate their involvement with the school.

19. Transition Arrangements

We recognise that transitions can be particularly challenging for pupils with SEND. We are committed to ensuring that transitions are planned carefully and that pupils and families receive appropriate support.

19.1 Transition into School

When a pupil with SEND joins our school, we will:

- Meet with parents and the pupil (where appropriate) before they start
- Gather information about the pupil's needs from parents and previous settings
- Request records from the previous setting, including any provision maps or EHCPs
- Visit the pupil in their current setting where possible
- Invite the pupil to visit our school before they start
- Plan appropriate provision and support from day one
- Ensure all staff are aware of the pupil's needs
- Create a provision map and pupil profile
- Arrange a settling-in period if appropriate
- Provide a buddy or mentor to support the pupil

For pupils joining from nursery or pre-school settings, we will:

- Attend transition meetings
- Visit the setting to observe the pupil
- Invite the pupil to attend additional transition sessions
- Share information about our school routines and expectations
- Provide visual timetables and social stories to prepare the pupil

19.2 Transition Between Year Groups

To support pupils with SEND moving between year groups, we will:

- Share information about pupils' needs with their new teachers
- Ensure provision maps and pupil profiles are passed on
- Arrange for pupils to meet their new teacher before the end of term
- Provide opportunities for pupils to visit their new classroom
- Create social stories or transition booklets for pupils who need them
- Plan for continuity of support and interventions
- Brief teaching assistants who will be working with the pupil

For pupils who find transitions particularly difficult, we may:

- Arrange additional visits to the new classroom
- Allow the pupil to take photographs of their new classroom and teacher
- Create a transition plan with specific support strategies
- Maintain some continuity (e.g. same teaching assistant, same intervention time)

19.3 Transition to Secondary School

We work closely with secondary schools to ensure smooth transitions for pupils with SEND. We will:

- Share detailed information about pupils' needs with secondary schools
- Attend transition meetings for pupils with EHCPs
- Invite secondary school SENCOs to visit pupils in our school
- Arrange additional transition visits for pupils who need them
- Provide transition booklets, social stories or videos
- Support parents in choosing the right secondary school
- Ensure EHCPs are reviewed and updated in Year 5 to inform secondary school placement
- Facilitate meetings between parents and secondary school staff
- Share successful strategies and interventions
- Provide opportunities for pupils to ask questions about secondary school

For pupils with EHCPs, the Annual Review in Year 5 will focus on transition to secondary school and will include representatives from potential secondary schools where appropriate.

20. Looked After Children with SEND

We recognise that looked after children (LAC) are more likely to have SEND than their peers. Where a pupil is both looked after and has SEND, we will ensure that:

- The SENDCO works closely with the Designated Teacher for Looked After Children
- The pupil's Personal Education Plan (PEP) and provision map/EHCP are aligned and complement each other

- All professionals involved with the pupil work together effectively
- The pupil's needs are considered holistically
- The pupil receives coordinated support
- The virtual school is involved in decisions about the pupil's education

The SENDCO will attend PEP meetings for looked after children with SEND to ensure that their special educational needs are fully considered.

21. Dealing with Complaints

We hope that most concerns about SEND provision can be resolved informally through discussion with the class teacher or SENDCO. However, if parents have a complaint about SEND provision, they should follow the school's Complaints Policy, which is available on our website. The complaints procedure is:

Stage 1: Informal Resolution

- Speak to the class teacher or SENDCO
- The concern will be investigated and a response provided within 10 school days

Stage 2: Formal Complaint to Headteacher

- Put the complaint in writing to the headteacher
- The headteacher will investigate and respond within 15 school days

Stage 3: Complaint to Governing Body

- Write to the Clerk to the Governors
- A panel of governors will hear the complaint and respond within 20 school days

Parents can also contact:

- **SENDIASS (SEND Information, Advice and Support Service)** for independent advice and support: [contact details]
- **Surrey County Council** if they have concerns about the local authority's SEND services
- **The Education and Skills Funding Agency** if they believe the school is not meeting its statutory duties

If a pupil has an EHCP, parents can appeal to the SEND Tribunal about:

- The decision not to carry out an EHC needs assessment
- The decision not to issue an EHCP
- The content of the EHCP (Sections B, F and I)
- The decision not to amend an EHCP following a review
- The decision to cease an EHCP

Parents should seek advice from SENDIASS before appealing to the SEND Tribunal.

---

22. Links to Other Policies

This policy should be read in conjunction with the following school policies:

- SEND Information Report
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Admissions Policy
- Complaints Policy
- Data Protection Policy
- Teaching and Learning Policy
- Assessment Policy

All policies are available on the school website or from the school office.

23. Review and Monitoring

This policy will be reviewed annually by the SENDCO and governing body.
The policy will be updated to reflect:

- Changes in legislation or statutory guidance
- Changes in school practice or provision
- Feedback from staff, parents and pupils
- Outcomes of monitoring and evaluation