



# SEND Information Report 2025/2026

Originally approved	September 2025
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Originator	SENCo

## Our Vision

**Everyone is offered a warm welcome here.**

**We serve the children, staff, parents and our community to the best of our ability, every day.**

**We have high expectations for our children.**

**We celebrate uniqueness by helping every child to achieve their God-given potential.**

**We love one another as we are loved by God.**

At Send C. of E. Primary School, we provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of provision, which may include differentiated learning, modified equipment as well as short-term specific interventions in a group or on an individual basis.

## What are the kinds of special educational needs for which provision is made at our school?

Send C. of E. Primary School is an inclusive school, which caters for a range of special educational needs, including language and communication, children with a range of learning difficulties and children with physical, emotional and sensory needs.

## What are the school's policies for the identification and assessment of pupils with special educational needs?

Information in relation to Send C. of E. School policy about the identification and assessment for pupils with special educational needs may be found in our [SEND Policy](#).

## How does the school evaluate the effectiveness of provision for its pupils?

The school has a provision map, which details interventions in place to support children with SEND. This provision map is reviewed and updated every term in line with the school's pupil tracking meetings, which discuss individual children's progress. The effectiveness of the provision is taken into consideration when reviewing pupil's progress. For example, a child receiving appropriate interventions should make accelerated progress and if they are not, the effectiveness of the intervention is carefully considered.

## What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

High Quality teaching for all pupils is essential. Evidence shows that the most effective schools raise the attainment for all pupils through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities.

At Send, our leadership team meets weekly to discuss the progress, engagement and conduct of learners within the school. If pupils are not making progress through quality first teaching, the first step is to implement wave 2 interventions, which are intended to improve the progress of small groups of children. However, if at the next pupil tracking meeting, children are identified as not making the expected progress, even with wave 2 interventions, then a referral is made to the Inclusion Team for further assessment.

Children are assessed in a variety of ways, this may include referrals to external agencies for example, Learning and Language Support, Speech and Language or Educational Psychologist. If a child has failed to make expected progress with all the additional resources, as a consequence of their Individual Support Plan (ISP), the SENCo/Inclusion team will meet with the parents to discuss applying for an Educational Health Care Plan (EHCP). You can find out more about EHCPs by visiting the [Surrey Local Offer](#)

## What is the school's approach to teaching children with special educational needs?

High Quality teaching includes scaffolding and a range of teaching and learning styles. However once a child has been identified as having a special educational need, they will need further personalised approaches. The first step is to create an Individual Support Plan (ISP), which takes into consideration the child's and parent's aspirations, the child's targets and how these will be achieved. From then on, the child's teaching will be matched to their educational needs. This usually takes the form of small group or individualised interventions. We seek the advice of outside agencies, such as Learning and Language Support, in order to devise these programs.

## How does the school adapt the curriculum and the learning environment for children with special educational needs?

We have an [Accessibility Plan](#), which outlines how adaptations are made, not only to the built environment but to the curriculum and how information is accessed by learners and their parents/carers. Children with disabilities or specific medical needs will have a care plan and/ or risk assessments, which are written with families to identify the required support and adaptations. Guidelines for this are outlined in our [Supporting Children in Schools with Medicine policy](#). This practice embraces the Equality Act 2010.

Some of the adaptations made in school include:

- Class visual timetables are used to support children in the order of the day
- Quiet, reflection spaces available for groups and individuals
- Large print copies of all school documents are available from our school office.
- Parking areas for blue badge holders
- Ramped entrances to the buildings

- Use of the lift within the KS2 building to access the second floor
- Disabled changing and toilet facilities
- Some internal doorways are fully accessible to wheel chairs, others are easily made accessible by the addition of small threshold ramps.
- Play areas can be accessed by ramps.
- Interactive white boards display different background colours, print colours and print sizes, which may aid some children with visual impairments or dyslexia.
- Adapted equipment used e.g. in PE, softer balls, different heights of equipment to jump from.
- Differentiated activities suited to the needs and abilities of children
- Additional support from teaching staff who work with children to allow them to reach their full potential

The Inclusion Team works closely with parents/carers and the teaching staff to identify equipment to support the development of pupils with special educational needs and disabilities, for example, liaising closely with the Occupational Therapy team or the use of specialist computing support.

## **What additional support for learning is available for children with special educational needs?**

Once children have been identified as having a special educational need, an Individual Support Plan (ISP) is written in consultation with parents and child. These plans include SMART targets to address the children's needs. Actions are then put in place to support the child in achieving these targets:

- Interventions are put in place to ensure these targets are achieved. These can be delivered in small groups or individually.
- Adaptations may be made in the teaching approach adopted for the child.
- Adapted or additional resources utilised, including IT equipment.
- Where appropriate, referrals will be made to external agencies, who can identify further possible strategies.

## **How does the school enable children with special educational needs to engage in activities together with children who do not have special educational needs?**

When a child is identified as having a need, which requires special provision, the SENCO or Inclusion Lead meets with parents and children to discuss their areas of difficulties and how the activities can be adapted to support them. The child's and parent's preferences are taken into account and supported wherever possible. Where appropriate, staff are trained on specific concerns, including how these children can be best integrated.

Every child with a special educational need or disability is treated as an individual; individualised risk assessments are written where necessary to identify how the child can be sensitively engaged in the activities in the school. This may include additional adult support or adapted tasks or equipment. We track the participation of vulnerable groups, including those with disabilities, in extra-curricular activities and liaise with families to increase this engagement.

## **What support is available for improving the emotional, mental and social development of pupils with special educational needs?**

At Send C of E, we teach the Christian Values, which underpin all aspects of school life. Many of these values embrace our philosophy for approaching SEND and disabilities within our school. Additionally, we offer the following support:

- Our PHSE curriculum helps our children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn on their own and with their peers. These lessons, as well as Anti-bullying Week, look at the emotional impact of bullying and segregation of groups of children, including those with disabilities.
- Our family support worker works with children and families to positively develop their social and emotional development. For further information visit the [Family Support and Advice page](#).
- We have a range of clubs, which take place before or after school. Please see our [Extra-Curricular Activities](#). We track the participation of children with special needs within extra-curricular activities and will always work with parents to support children in attending these.
- All staff are regularly trained in the principles of safeguarding pupils. The Headteacher, Mrs Marianne McDonnell, is the Designated Safeguarding Lead for the school. Her deputies are currently: Mrs Charlotte Thomson- Assistant Head teacher, Mrs Hazel Ward - Deputy Headteacher and Ms Kate Wilson – SENCO.
- Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions used in our school.

## **What expertise and training have our staff had in relation to Special Educational Needs?**

- We have an experienced Inclusion Lead and SENCo.
- We have an ELKLAN trained Learning Assistant who delivers specific SALT sessions for individual children as well as advising other staff members in their work.
- Staff also receive support and specific training in relation to children's specific from outside agencies.
- The Inclusion Lead and SENCO organise training for all Learning Assistants based on children's needs and interventions used in our school.
- The school have access to National College so training can be quickly directed as the need arises.
- All staff are trained in Emotion Coaching and de-escalation strategies.

## **How do equipment and facilities support children with special educational needs?**

- The school has a SEND budget, which the Inclusion Lead and SENCo allocate according to the needs for the children.
- Every half term we review the needs of the learners and put in place provisions to cater for these needs. Some of the funding the school receives may go towards training so that in-house provision is more targeted to needs.
- We review provision termly, looking at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time and finance.
- Where a child's needs exceed the amount specified in the delegated budget, the school applies for an Educational Health Care Plan from the Local Authority.

## **How do we involve parents and children with special educational needs in discussing their education?**

All parents are invited to contribute to the school through focus groups, parent/teacher consultation meetings, working parties, regular and 'one off' helping in classes, workshops, membership of the PTA and questionnaires. Coffee mornings, workshops and information events are held throughout the year to provide extra opportunities for home/school teamwork.

If a parent has a concern regarding their child's development, their first port of call is the class teacher. If the class teacher feels that the child's needs cannot be met through the school provision map, they refer the child to the Inclusion team.

Parents can also contact the Inclusion team via [info@sendcofe.co.uk](mailto:info@sendcofe.co.uk)

Once a child has been identified as having special educational needs, they will have a written Individual Support Plan (ISP). Parents will be closely involved in the creation and evaluation of this plan. Children will also be invited to contribute; they will be asked to identify how we can best support them in achieving their targets. Parents will be invited to all subsequent reviews with the class teacher, which take place termly. These meetings are in addition to the annual reviews for children with an EHCP.

The SENCo or Inclusion Lead will also inform parents when external professionals are visiting their child in school and will offer opportunities for parents to meet professionals for information, discussion and feedback.

## **What arrangements are put in place for parents who have children with special educational needs to make complaints?**

If any parent has any concerns regarding their child's provision within the school, they should first speak to the class teacher. If parents do not feel that their needs have been addressed, they should refer to the [Responding to Parental Complaints Policy](#) for further guidance.

## **How does the Governing Body involve other bodies in meeting the needs of children with special educational needs and supporting families?**

The link governor for Special Educational Needs is Louise Thomson. She meets regularly with the Inclusion Team to discuss all aspects of SEND provision within the school. The day to day responsibility for liaising with other professionals lies with the Inclusion Team. The school works with the following groups/ organisations, which include:

- School Nurse
- Speech & Language Therapist
- Learning & Language Support
- Educational Psychologist
- Freemantles
- Occupational Therapy
- Hearing Impairment Outreach Teacher
- Visual Impairment Outreach Teacher
- Sensory Impaired Outreach Teacher
- Mindworks

Referrals are made to these agencies based on need but the Inclusion Team has regular meetings with representatives from these organisations to plan jointed working.

## **What arrangements are put in place to support children with special educational needs in transferring between phases of education?**

If there is an identified disability, specific medical need or Special Educational Need prior to admission at the school, meetings will be held the class teacher, SENCo and where appropriate with the Headteacher to identify the support and adaptations which will be required. Once support is identified, a care plan will be drawn up with the family. These care plans are shared with staff who will be involved in the care of the child and will be reviewed annually to take into account changes to the child's needs.

Every year, class teachers ensure that there is a smooth transition to the next year group by holding transition meetings. During this meeting, any SEND children's one page profile, which has been updated with the child, is shared and discussed. This will outline the arrangements which need to be put in place to support the child in making progress. In preparation for September, the children will receive a transition book, which includes photographs of their classroom, teacher and learning assistant. This supports parents in preparing their child for the routines of their new class.

The Nursery and Reception teaching team offer home visits or 'stay and play' sessions to meet the children and answer any questions before starting school. Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting.

Between Key Stage 2 and 3, the SENCo liaises with the receiving secondary school SENCo. Where there is an annual review for a child with an EHCP, a representative from the secondary school will be invited to attend.

We use the 'Preparing Children for Adulthood' document to support staff and parents in setting targets to ensure that children meet the milestones they need at each key stage so that they will be ready for the next phase of life on the journey to adulthood.

## **What arrangements are put in place for the admission of pupils with SEND?**

Children with an Education Health and Care Plan (EHCP) that name Send as their preferred school will be allocated a place before other applicants are considered. In this way, the number of places available will be reduced by the number of children with an EHCP. An EHCP is a plan made by the Local Authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.

Occasionally, there may be a very small number of children for whom exceptional social or medical circumstances will apply. These will warrant a placement at our school. At the time of application, supporting evidence from a Consultant doctor is required for medical cases. Evidence from a social worker, health visitor or housing office will be considered for social circumstances. Additionally, the police or a probation officer may also be involved in such situations. This evidence must confirm the circumstances of the case. Furthermore, it should set out why the child should attend our school and why no other school could meet the child's needs. Without evidence, the child cannot be considered under this criterion. It is important to note that providing evidence does not guarantee that a child will be given priority with us. However, in each case, a decision will be made based on individual merit and whether the evidence demonstrates that a placement should be made at our school above any other.

Please see the Admissions Policy for additional information.

## **Contact Details:**

If you have any queries or concerns, please do not hesitate to contact our Inclusion Team:

Inclusion Lead – Mrs Hazel Ward  
SENCO – Ms Kate Wilson

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Send Barns Lane  
Send  
Woking  
GU23 7BS  
Tel: 01483 223464  
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## **Other Helpful Links:**

[Parents Partnership Services](#)

[Surrey Special Educational Needs](#)

[Surrey Local Offer](#)