


# St Lawrence C of E (Aided) Junior School

## Special educational needs and disabilities (SEND) policy

	Written	April 2026
	Agreed by	G. Cameron
	Next Review	April 2027

### Introduction:

This policy sets out our approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) in accordance with statutory requirements and guidance. It applies to all staff, governors, and stakeholders.

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## 1. Our Vision and Values

Inspired by the Christian faith, our children will  
be **treasured** to:

**Achieve exceptionally well,**

**Believe in themselves**

**And care for the world around them.**



We believe that every teacher is a teacher of every child or young person, including those with SEND. We believe that good practice for children with special educational needs is good practice for all.

## 2. Aims and Objectives

St Lawrence aims to be a school in which every child can flourish, grow, and reach their full potential. We are committed to fostering an inclusive, supportive and aspirational learning environment by:

- Safeguarding children with SEND.
- Providing high-quality teaching and reasonable adjustments.
- Providing a broad, balanced and creative curriculum that allows opportunities for everyone to achieve and succeed regardless of need.
- Developing a consistent whole school approach to early identification and assessment.
- To provide appropriate individualised support to children with SEND.
- Promoting inclusive participation in all aspects of school life
- Supporting staff with timely advice and targeted training.
- Working collaboratively with parents, carers, and external agencies.

## 3. Policy Compliance and Legislative Framework

This policy complies with the statutory requirement laid out in the SEND Code of Practice, Keeping Children Safe in Education and Working Together to Improve School Attendance. It has also been developed with reference to the following legislation and guidance:

- Equality Act 2010: advice for schools DfE Feb2013
- Children and Families Act 2014 (Part 3)
- School SEND Information Report Regulations (2014)
- Public Sector Equality Duty
- National Curriculum Framework (KS1 & KS2)
- School Admissions Code
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy
- Teachers' Standards (2012)
- Positive Touch Policy
- Governance Guide for Maintained School

## 4. Definitions

A pupil is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them. A learning difficulty or disability is defined as:

- Having significantly greater difficulty in learning than the majority of others the same age, or
- Having a disability that prevents or hinders them from accessing the educational facilities typically provided for their peers in mainstream schools. [SEND code...s - GOV.UK]

Special educational provision refers to educational or training support that is additional to or different from that which is generally available to other pupils of the same age in mainstream settings. In accordance with the SEND Code of Practice (2015, Section 6.32), special educational needs are grouped into four broad areas.

These categories help schools identify and address the specific barriers to learning that pupils may face. It is important to note that pupils may have needs that span across more than one area, and these needs may evolve over time.

Area of need	Area of need Overview
<b>Communication and Interaction (CI)</b>	<p>Pupils with needs in this area have difficulty communicating with others. This includes speech, language and communication needs (SLCN), and conditions such as Autism, which can affect social interaction and understanding. They may have:</p> <ul style="list-style-type: none"> <li>• difficulty understanding what is being said to them (receptive),</li> <li>• have trouble expressing themselves (expressive), or do not understand or use the social rules of communication.</li> </ul>
<b>Cognition and Learning (CL)</b>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. even with appropriate adaptation. This area includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) which impact 1 or more specific aspects of learning.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<b>Social, Emotional and Mental Health (SEMH)</b>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may experience a wide range of social and emotional difficulties, which can manifest in behaviours such as withdrawal, anxiety, or challenging conduct. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as depression, eating disorders, or attention deficit hyperactivity disorder (ADHD).</li> <li>• Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</li> </ul>
<b>Sensory and/or Physical Needs (SPN)</b>	<p>Pupils may have a disability that affects their access to the school environment or curriculum. This includes visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disabilities (PD). These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

Leaders monitor the effectiveness of inclusion through learning walks, case studies and reviews of adaptations in classroom practice. Their individual roles in SEND provision are outlined below:

<b>SENCo (Inclusion Lead)</b>	<p><b>Mrs Searle</b> is our SENCo/ Inclusion Lead. She can be contacted through the school office on 0208 941 or via email, <a href="mailto:senco@stlawrence-junior.surrey.sch.uk">senco@stlawrence-junior.surrey.sch.uk</a></p> <p>She is allocated <b>three days per week</b> to carry out her responsibilities, ensuring dedicated time for strategic planning, pupil support, and staff collaboration. She is a member of the Senior Leadership Team, and Deputy Designated Safeguarding Lead. In line with government policy, she is currently undertaking the <b>National Professional Qualification for SEND (NPQ SEND)</b>, with expected completion in <b>April 2027</b>.</p> <p>Key responsibilities include:</p> <ul style="list-style-type: none"> <li>• Oversees identification of SEND, including early screening, monitoring progress, and ensuring high-quality teaching and interventions.</li> <li>• Lead on EHCP processes, including referrals for EHC needs assessments, coordinating evidence, and managing annual reviews.</li> <li>• Managing the SEND Register: Maintaining accurate, up-to-date records</li> <li>• Provision Coordination: Monitor and track outcomes for children with SEND to ensure provision is timely, evidence-based and effective.</li> <li>• Staff Support: support development and review of ISPs and promote 'Quality First Teaching'. Advise on best practice, providing training, resources, and guidance on effective strategies for pupils with SEND.</li> <li>• Work closely with parents and carers, keeping them informed and involved in decisions about their child's support.</li> </ul>
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	<ul style="list-style-type: none"> <li>External Liaison with external professionals (e.g., Speech &amp; Language Therapy, EPs, health services) to secure specialist advice and support.</li> <li>Resource Management: Overseeing the purchase, organisation, and effective use of SEND resources.</li> <li>Teaching Assistant Leadership: managing deployment and identifying training needs.</li> <li>Transition Support: Facilitate smooth transitions: into school (from KS1); between year groups; and from Key Stage 2 to Key Stage 3.</li> <li>Reporting to senior leaders and governors on SEND provision, outcomes, and resource use.</li> </ul>
<b>Headteacher</b>	<p>Our Headteacher is Mrs Maclean. The headteacher holds overall responsibility for ensuring the school meets its statutory duties regarding SEND. Key responsibilities include:</p> <ul style="list-style-type: none"> <li>Strategic Leadership - Setting and reviewing the strategic direction of SEND provision with the SENCo and governors</li> <li>Statutory Compliance.</li> <li>Oversight of Provision: Monitor the progress and inclusion of pupils with SEND across the school.</li> <li>Financial Management: Managing the notional SEND budget and any additional LA funding</li> <li>Ensuring the SENCo has sufficient time and capacity</li> <li>Staff Development</li> <li>Reviewing the impact and range of SEND support, including the local offer.</li> <li>Monitoring patterns in SEN identification to support high-quality teaching</li> <li>Data and Quality Assurance.</li> </ul>
<b>Class Teachers</b>	<p>All staff at St Lawrence are responsible for implementing the SEND Policy. They are central to ensuring pupils with SEND can access the curriculum and thrive in school. Class teachers are responsible for:</p> <ul style="list-style-type: none"> <li>Delivering high-quality, differentiated teaching that meets individual needs</li> <li>Monitoring pupil progress and recognising emerging SEND</li> <li>Developing, implementing, and reviewing support plans, with SENCo support</li> <li>Creating a classroom environment where all pupils feel valued and included</li> <li>ensuring that support staff and parents are informed about individual pupil's needs and how they might be affecting progress.</li> </ul> <p>Decisions on programmes of work for SEND should reflect that children learn best when:</p> <ul style="list-style-type: none"> <li>They are actively involved in their own learning and progress</li> <li>They experience success and have a positive image of themselves</li> <li>They are encouraged to question, discuss and explain</li> <li>They understand the nature of their tasks and can achieve independence.</li> <li>They feel happy and safe.</li> </ul>
<b>Governing Body</b> <b>SEND Governor</b>	<p>Our Governing body ensures compliance with statutory duties under the Children and Families Act 2014 and Equality Act 2010. It provides strategic oversight, supports accountability, and promotes inclusive practice. Our SEND Governor is Mr George Cameron. He can be contacted through the School Office</p> <p>The SEND Governor's role is to:</p> <ul style="list-style-type: none"> <li>Help to raise awareness of SEND issues at governing board meetings</li> <li>Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this</li> <li>Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school</li> <li>Each year the SEND Governor will review the SEND information report with the SENCO, Head teacher and with representative parents.</li> <li>The SEND Governor meets the SENCO termly and completes regular SEND Learning Walks in school.</li> </ul>
<b>Parents and Carers</b>	<p>We recognise the vital role parents and carers play in supporting pupils with SEND and are committed to maintaining open, ongoing communication between home and school.</p> <p>The school encourages families to:</p> <ul style="list-style-type: none"> <li>Share relevant information about their child's needs, strengths, and any external support or diagnoses.</li> <li>Engage in regular communication with the school, including attending meetings and reviews.</li> </ul>

	<ul style="list-style-type: none"> <li>Support agreed strategies and provision both at home and in partnership with the school.</li> <li>Work collaboratively with staff and external professionals to help plan and review their child's support.</li> </ul> <p>Ensure their child attends school regularly and arrives ready to learn.</p>
<b>Pupils</b>	<p>St Lawrence is committed to ensuring that pupils with SEND have a voice in decisions that affect them. Wherever appropriate, pupils are supported to share their views, experiences, and aspirations. Pupils may be involved in:</p> <ul style="list-style-type: none"> <li>Identifying Strengths and Challenges</li> <li>Contributing to setting targets or outcomes.</li> <li>Attending reviews meetings</li> <li>Pupil voice /moderation surveys</li> </ul> <p>The school encourages children to:</p> <ul style="list-style-type: none"> <li>Try their best with learning and activities, even when things feel difficult.</li> <li>Use the strategies, visuals or equipment given to help them gain independence.</li> <li>Ask an adult for help when they need it.</li> <li>Listen to adults and follow simple instructions to help them learn safely.</li> <li>Be kind to others and try to join in with class routines and activities.</li> </ul>
<b>Safeguarding leads</b>	<p><b>DSL</b> - Mrs. Maclean – Head Teacher  <b>DDSLs</b> (Deputy Designated Safeguarding Leads)</p> <ul style="list-style-type: none"> <li>Mrs Copsey – Deputy Head</li> <li>Mrs Searle – SENCo / Inclusion Lead</li> </ul> <p>Mrs Walker – After School Club Manager / Teaching Assistant.</p>

## 6. [Safeguarding](#)

We recognise that pupils with SEND may be more vulnerable to abuse, neglect, or exploitation, and may face challenges in expressing concerns. Our safeguarding practices include tailored pastoral support and communication strategies. Staff remain alert to changes in behaviour or safeguarding concerns.

- The SENCO, class teachers and DSL/DDSLs monitor, record and act on any safeguarding worries as appropriate.
- Pupils with physical difficulties are supported to stay safe and access all school activities.
- Individual risk assessments are completed where needed to manage safety.
- Additional or specialist equipment is provided when required.
- We maintain a particular focus on the safety and well-being of pupils with SEND, disadvantaged pupils and those known to social care, in line with Ofsted's inclusion expectations.

For more information, refer to the Safeguarding and Child Protection Policy.

## 7. [Inclusion and Equal Opportunities](#)

We are committed to an inclusive environment where all pupils can access a broad, balanced, and challenging curriculum. Our goal is to ensure that every child has the opportunity to thrive, achieve, and fulfil their aspirations. We achieve this by:

- Making reasonable adjustments to teaching, curriculum, and environment
- Identifying SEND early and providing timely support
- Delivering Quality First Teaching with high expectations
- Offering support programmes** to help pupils make sustained progress.
- Monitoring progress regularly
- Seeking specialist input when needed

## 8. [SEN information report](#)

The school publishes a Special Educational Needs (SEN) Information Report on its website, which outlines how this SEND policy is implemented in practice. The SEN Information Report is reviewed

and updated at least annually, and more frequently if there are significant changes to the information it contains.

## 9. Facilities

**Accessibility:** Wheelchair access to all teaching spaces; one disabled toilets. Reasonable adjustments made for pupils, staff, and visitors.

**Resources:** Central bank of materials and equipment for specific learning difficulties and disabilities.

**Additional Areas:** 2 SEN rooms for 1:1 or small group work.

**Continuous Review:** Provision regularly evaluated to meet changing pupil needs (see Accessibility Plan).

## 10. Admission and Accessibility Arrangements

St Lawrence C of E Junior School is committed to inclusive education and welcomes pupils with a wide range of abilities and needs. Admissions follow the school's policy and the SEND and Disability Act. **During the application process, parents are invited to share any identified SEND or medical needs. These are discussed in detail, including previous interventions and involvement of external agencies. As a junior school, we do not have access to resources typically found in infant or primary settings, therefore, we hold thorough induction meetings to assess whether we can meet the child's needs and ensure parents are fully informed.**

We follow a Disability Equality Scheme and Accessibility Plan, reviewed annually or in response to new admissions. All pupils are encouraged to participate fully in school life, with additional resources provided to ensure full access to the curriculum and extracurricular activities. Our school supports pupils and families with disabilities through:

- Accessible toilets
- Disabled parking
- Step-free external access
- Lift access to upper floors

## 11. SEND support at St Lawrence

The school recognises that all children have individual needs, strengths and difficulties. Our Ordinarily Available Provision (OAP) and high-quality teaching provision is provided to every child. Some children, however, may have additional needs or a disability which might have an impact on their learning or wellbeing. We recognise the overlap between SEND, disadvantage and social care involvement, and monitor these pupils closely to ensure needs are identified early and support is effective.

We recognise that each child is unique, and our focus is on identifying individual needs early. We take a **holistic approach**, recognising that some barriers to learning may not be SEND-related. It is important to note that **slow progress or low attainment alone does not automatically indicate SEND**. Contextual factors such as bereavement, bullying, or changes in home circumstances should be considered, and we take particular care when assessing pupils whose first language is not English.

<b>Identification and Assessment</b>	The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision, improves long-term outcomes for children. <b>Early identification</b> is made through observation, baseline assessments, and progress tracking.  <b>Pre-entry liaison:</b> On entry, pupils' skills and attainment are assessed using prior information where provided. SENCO, Surrey SEND Admissions, and EHCP Coordinators identify children with EHCPs. For pupils known to external agencies, with an <b>EHCP</b> , or previously identified by another setting, we work collaboratively with families and professionals to gather relevant information prior to entry and ensure appropriate support is in place from the outset. All children visit school before starting; teachers
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	<p>use records and assessments from previous schools. We also consider whether a disability is present and what reasonable adjustments may be needed prior to entry to aid transition.</p> <p>If concerns persist after high-quality, differentiated teaching, the teacher will consult the SENCo to explore whether the pupil may have a special educational need. This process will involve gathering further evidence, engaging with parents or carers, and, where appropriate, seeking advice from external professionals.</p> <p><b><u>Dyslexia:</u></b> <i>St Lawrence staff are not qualified to diagnose dyslexia, and Surrey County Council does not offer formal dyslexia diagnoses through its external agencies. If a pupil receives a private diagnosis, the school is not obligated to follow external recommendations. However, we are committed to supporting pupils with dyslexia or specific learning difficulties using the Graduated Approach, ensuring appropriate and effective provision is in place.</i></p>
<p><b>Provision</b></p>	<p>We believe that what is essential for one child, benefits all pupils and high-quality, inclusive teaching is the foundation of all planning. All pupils, including those with SEND, access a broad mainstream curriculum with adaptations reflecting Surrey's OAP guidance. Provision is delivered at universal, SEND Support and specialist levels, increasing in intensity according to identified need.</p> <p>We follow the <b>Graduated Approach</b> as outlined in the SEND Code of Practice: <b>Assess → Plan → Do → Review (APDR)</b>. Please refer to Appendix A for a flow chart of the Graduated Response process at St Lawrence. The SEN Information Report provides more detail on how this is Implemented.</p> <p>Teachers are responsible for the progress of every pupil in their class, including those supported by teaching assistants or specialists</p> <p><b>Strategies include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● High Quality Teaching, using Surrey's Ordinarily Available Provision strategies to remove barriers to learning.</li> <li>● QFT walkthroughs to support consistent, evidence-informed practice</li> <li>● Adaptive planning to meet diverse learning needs</li> <li>● Reasonable adjustments so all pupils can fully access education and participate in all aspects of school life</li> <li>● Small group interventions led by teachers or TAs</li> <li>● SMART targets tailored to individual pupils</li> <li>● Access to a range of resources</li> <li>● Pre-teaching key concepts in core subjects</li> <li>● Flexible grouping for collaborative learning</li> </ul> <p>Adaptations may include differentiated tasks, personalised targets, varied resources, and tailored support. Teaching and Learning Assistants are deployed strategically to promote independence and provide targeted support, in line with Government and Surrey guidance and informed by research from the Education Endowment Foundation (EEF).</p> <p>All intervention programmes used by the school are:</p> <ul style="list-style-type: none"> <li>● <b>Evidence-based</b> and known to support pupil progress</li> <li>● <b>Monitored for effectiveness</b> and suitability for individual pupils</li> <li>● <b>Evaluated and reviewed</b> to ensure they are having the intended impact</li> </ul>
<p><b>Impact / Review</b></p>	<p>At St Lawrence C of E Junior, we tailor provision to meet individual needs and regularly assess its effectiveness through:</p> <ul style="list-style-type: none"> <li>● Pupil progress is monitored regularly through assessments and data analysis to ensure appropriate development relative to starting points</li> <li>● Graduated approach reviews.</li> <li>● Pupil voice (e.g. questionnaires).</li> <li>● Monitoring and observations by the Inclusion Lead.</li> <li>● Annual EHCP reviews.</li> <li>● Feedback from pupils and parents/carers.</li> </ul> <p>Half termly Pupil Progress meetings are held between <b>Senior Leadership</b> and <b>class teachers</b> to monitor the progress of all pupils, including those at risk of underachievement. These meetings involve:</p>

	<ul style="list-style-type: none"> <li>● Reviewing current teaching methods, staffing, groupings, and interventions</li> <li>● Assessing progress using both formative and summative data against national expectations</li> <li>● Planning further interventions or adjustments to support</li> </ul> <p>The school conducts regular cycles of observation and monitoring of teaching staff and teaching assistants. Where needed, support and training are provided to strengthen staff understanding of strategies to identify and support vulnerable pupils.</p> <p>As part of the graduated response, provision is reviewed to ensure it remains effective and responsive to pupil need.. Attendance, engagement, and wellbeing of pupils with SEND is also monitored to identify and address emerging barriers. The school maintains open communication so parents can raise concerns or request support at any time</p> <p>Leaders and governors review SEND outcomes to ensure provision is effective, inclusive, and continuously improving.</p>
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## **12. SEN Register (SEN Support)**

A pupil is added to the SEND Register when, despite receiving high-quality teaching and targeted support, they continue to face significant barriers to learning. If a pupil's needs cannot be fully met in-house, the school may involve external professionals, in consultation with parents/carers. This may be considered when a pupil shows:

- Limited progress over time, despite adapted teaching
- Persistent difficulties in literacy or numeracy / is working significantly below age-related expectations
- Social and emotional needs affecting wellbeing and engagement
- Experiences emotional or behavioural difficulties that impact learning
- Has sensory or physical needs requiring specialist input
- Faces ongoing communication or interaction challenges

Before placement on the SEND Register, a meeting is held between the class teacher, Inclusion Lead, and parents/carers to explain the rationale, gather insights from parents/carers and agree on next steps. A range of tools may be used to assess needs, including teacher assessments, standardised tests, speech and language assessments and phonics screening.

Once on the SEND Register, a collaborative approach is taken involving the class teacher, Inclusion Lead, teaching assistant, parents/carers, and the pupil (where appropriate). Their needs are met through the **Graduated Approach**, which includes high-quality teaching, targeted interventions, regular review and monitoring. An **individual support plan** will be created, outlining strengths and needs, strategies and targets.

Support Plans are reviewed termly Progress is monitored by the class teacher and targets may be updated as needed. Each class teacher maintains a **termly provision map** detailing and reviewing interventions and support. Provision maps are shared with the Inclusion Lead, who maintains an overview of whole-school SEND provision.

**Removal from SEND register** - if a pupil makes sustained progress and no longer requires additional support beyond Quality First Teaching, they may be removed from the SEND Register. Parents/carers are informed and provided with the rationale.

## **13. Education and Health Care Needs Assessment (EHCNA)**

For a small number of pupils, school-based SEN support may not be sufficient to enable expected progress. If, despite relevant and purposeful action to identify, assess and meet a child's needs, they have not made expected progress, the school may consider requesting a statutory assessment. In such cases, and in consultation with parents/carers and any involved external professionals, the school may request that **Surrey County Council** initiate an **Education, Health and Care Needs Assessment (EHCNA)**. This decision is guided by the **SEND Code of Practice (Section 6.63)**: "Where, despite the school having taken relevant and purposeful action

*to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress.”*

Information is gathered through the APDR process, observations, external reports and assessments. Private therapy reports can also be submitted as evidence. Please see Surrey's Local Offer website for more information. <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/ehcp/needs-assessment>

### **What if a parent wants to request an EHCNA?**

For parents who would like to make a request for an EHCNA, please visit Surrey County Council's –Learner's Single Point of Access (L-SPA) for the required forms: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=RFBjgJa-4TI>

Parents may make a request for a statutory assessment for their child at any time and can write to Surrey County Council and make their request known in any format that they choose. There are a number of template letters for requests available on organisations' websites such as IPSEA.

## **14. Education Health Care Plan (EHCP)**

The school is committed to providing high-quality, inclusive education for pupils with EHCPs. Pupils with an EHCP, identified with code E on the school census. Individual progress is regularly monitored and reviewed in line with statutory requirements. Each pupil with an EHCP has an individual plan that includes:

- Specific, measurable targets based on individual needs
- Strategies and interventions to support progress
- Termly reviews of progress against targets

Plans are developed collaboratively by the class teacher, Inclusion Lead, teaching assistant, and the pupil (where appropriate), and shared with parents and carers. A formal review of the EHCP is held once per academic year. This includes evidence from all professionals involved, current attainment data (teacher assessments and test results, and incorporates the views of parents/carers, with the pupil remaining central to the process.

The review considers whether the EHCP should be amended. All documentation is submitted to the pupil's EHCP Coordination Officer at Surrey County Council, and any changes are made in consultation with all parties.

## **15. Partnership with Parents**

At St Lawrence, we value strong, collaborative relationships with parents and carers, recognising their key role in supporting pupils with SEND. We aim to maintain open, ongoing communication so families feel informed, involved, and empowered.

Parents of children with SEND work in partnership with staff to identify need, strategies and targets. We provide clear information about SEND provision for parents through:

- The SEND school offer statement
- The SEND information report
- Managing medical needs policy
- Medicines policy
- Admissions policy
- Accessibility plan

SEND concerns may be raised by either the school or parents/carers. Initial concerns should be discussed with the class teacher, who will liaise with the Inclusion Lead as needed. If the school raises a concern, parents/carers will be informed promptly to enable timely collaboration.

To support families, the school offers:

- **Informal SEND coffee mornings** for questions, peer support, and updates
- **Monthly SENCo / parent consultations** for non-urgent discussions.
- **Presentations from external agencies** (e.g. L-SPA, Woodlands Autism Outreach)
- A **SEND email list** for updates on courses, events, and opportunities from Surrey SEND services
- An **'Open-door' policy** - Parents are free to telephone, write, e-mail or come in person if they are concerned about their child. In an emergency they can be seen immediately,

but we usually request that parents make an appointment after school when there is more time to discuss concerns in detail.

- Families can also access independent advice through the **Surrey SEND Information, Advice and Support Service (SSIASS)**. [🔗 Surrey SEND Advice Website](#)

## **16. Staff Development and Expertise**

Staff receive regular CPD and targeted training to support pupils with SEND. The Headteacher and Inclusion Lead monitor staff development needs and integrate them into the school's professional development plan. All staff attend clinics, workshops, external courses, team teaching, observations and INSET days to develop their knowledge and increase strategies to support children with SEND. Best practice is also supported through collaborative working with colleagues and observing and working alongside outside agencies (SALT, STIPs)

The SENCO is responsible for organising in-service training for colleagues. Staff have been trained in:

- |                                |                                   |                    |
|--------------------------------|-----------------------------------|--------------------|
| ● Child Protection updates     | ● Autism                          | ● Literacy for All |
| ● Safeguarding updates         | ● ADHD                            | ● Comic Strip      |
| ● Zones of Regulation training | ● Speech & Language – ELKLAN      | ● Conversations    |
| ● Emotion coaching             | ● ELSA (Emotion Literacy Support) | ● Positive Touch   |
| ● Colourful semantics          |                                   |                    |

## **17. Funding**

Provision for pupils receiving SEN support is funded through the school's notional SEND budget. Provision for pupils with an EHCP is funded through the school's notional SEND budget, with additional funding from the Local Authority where applicable. Funding supports the deployment of teaching assistants and purchase of learning resources. The SEND budget is supplemented by the general school budget. Spending is reviewed annually, and the Headteacher reports to the Governing Body, who monitor its impact and effectiveness. Details of SEND budget use are included in the school's annual report to Surrey County.

## **18. Attendance**

Pupils with SEND may face barriers to attendance, but their right to education is equal to all pupils. Attendance expectations are consistent across the school, with additional support provided where needed. Further details are available in the Attendance Policy.

## **19. Medical needs**

St Lawrence recognises that pupils with medical conditions should be properly supported so that they have full access to education; including school trips and physical education (refer to our Medical Needs Policy).

Where a child has medical or care needs, parents, health professionals and staff meet to ensure these are considered and managed appropriately and supported through jointly agreed plans.

## **20. Links with other Schools**

Our main feeder school is The Orchard Infant School. We have built a robust process to facilitate a smooth transition between KS1 to our KS2 setting. This includes, but is not limited to, teacher observations, handover meetings and transition days. We also provide opportunities to get to know the school through year 5 led science and sports events, invitations to the year 4 and 6 productions and joint learning projects across years, such as letter writing between our year 3 cohort and the year 2s.

In year 6, most children transition to Esher High School or Heathside Walton. We are proud of the number of children passing entrance exams for schools such as Tiffins, Surbiton Girls, Claremont and Notre Dame – including those with SEND

We have regular contact with SENCOs at all schools, with SENCOs attending EHCP reviews during transition years. Teachers from relevant schools visit to meet and observe children during the Summer Term, prior to transferring. This is also an opportunity for class teachers to discuss individual difficulties and concerns. In year 6, we take part in the ASPIRE programme, run by STIPS which ensures ongoing support throughout transition, until the following Spring term.

Despite our best efforts, some children leave us before year 5 to attend appropriate specialist provision. This is always agreed in partnership with parents or carers and through Surrey County Council SEND Team.

## **21. External Agencies**

We receive regular guidance and support through the **Surrey Additional Needs and Disabilities Partnership (Surrey Local Offer)**. When appropriate, we work with a range of professionals, including:

- Specialist teachers and support services
- Educational psychologists
- Occupational therapists, speech and language therapists, and physiotherapists
- GPs, paediatricians, and school nurses
- Child and Adolescent Mental Health Services (Mindworks)
- Social Services

**Referrals** - We recognise that meeting every pupil's needs may require external expertise. We may seek specialist advice from external agencies when:

- A pupil makes limited progress over time
- Attainment is significantly below age-related expectations
- Persistent difficulties in literacy or numeracy occur
- Emotional or behavioural needs impact learning despite support
- Sensory or physical needs require specialist input
- Communication or interaction challenges affect social development and learning

Each support service requires a referral to be made to access additional advice. The SENCO will liaise with parents and school staff when a referral is made. No referral will be made without parental consent.

## **22. Storing and Managing Information**

The school ensures all sensitive information is handled appropriately and securely. All SEND documentation is securely stored using **CPOMS** and **Edukey**. Additional records may be kept on a dedicated SEN server or protected by password access. Printed documents are stored in locked pupil files. Originals of records are sent to the next school, and copies are kept securely until the child reaches 25 years of age.

## **23. Complaints Procedure**

We aim to resolve SEND concerns promptly and sensitively, always prioritising the child's needs. If a parent has a complaint about provision for a child with special educational needs, we encourage speaking to the child's class teacher or SENCO in the first instance. If appropriate, the complaint will then be discussed by the SENCO, the class teacher and any other agencies involved. The parents would be invited to a meeting with the appropriate persons present.

If parents are not satisfied with the response, they can escalate the complaint to the headteacher, Mrs Maclean or raise it with our SEND governor. If needed, the Governing body and/or the parent can make representation to the Local Education Office. To see a full

explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If a parent feels that our school has discriminated against a child because of their SEN, they have the right to make a discrimination claim to the first-tier SEND tribunal. Visit: <https://www.gov.uk/complain-about-school/disability-discrimination> for more information. Claims can be made about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, parents can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/ehcp/appeals-and-mediation>

## **24. SENd Monitoring**

The SEND policy, information report and accessibility plan is reviewed annually by Staff and Governors and representative parents of children with SEND.

Effectiveness is evaluated based on:

- Staff awareness of SEND pupils.
- Timely identification of needs.
- Pupil progress and attainment.
- Pupils' sense of inclusion and safety.
- Feedback from families

## **25. Links with Other Policies and Documents**

This SEND policy is closely linked to the following documents:

- |  |  |  |
|--|--|--|
| ● SEN Information Report                 | ● Equality Information and Objectives              | ● Attendance Policy                                    |
| ● Surrey Local Offer                     | ● Complaints Policy                                | ● Accessibility Plan                                   |
| ● Safeguarding / Child Protection Policy | ● Supporting Pupils with Medical Conditions Policy | ● Behaviour Policy Equality Information and Objectives |

*Please refer to the school website to access these documents.*

# APPENDIX A – Graduated Response flow chart



## St Lawrence – SENd Support Flow Chart

