

Claygate Primary School

Special Educational Needs and Disability (SEND)

Information Report (S.I.R.) 2025 / 2026

1. How does Claygate Primary school know if children need extra help and what should I do if I think my child may have special educational needs?

At Claygate Primary School we use a variety of methods to identify additional needs and celebrate achievement.

Teaching staff observe the children in their learning and play, listening to them and checking what they can do independently and with adult support

We monitor each child's learning, tracking progress of all pupils termly. A follow up pupil progress meeting then takes place, with the class teacher and senior leadership team, to ensure all children are making good progress.

If the class teacher has any concerns about a child's emotional, social or learning development, they will be discussion with the SENCO. It may be decided after further assessment and observations to request support from outside agencies. We involve parents at all stages.

If you are worried about your child's progress you should initially speak to their class teacher. You can also speak to the SENCo , Mrs Marita Cunniffe sen@claygate.surrey.sch.uk or the Headteacher.

2. How will Claygate Primary School support my child?

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained so as to be able to cater for learners who may have difficulties with:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

If we feel it is necessary to support a child through additional support, the interventions are monitored in terms of impact against expected rate of progress. Where we feel something is not working, we respond quickly and find alternatives. All children who receive support are not on the SEN register as an intervention may just be needed to catch up.

Where a child is identified as having a special educational need and/or disability, a cycle of support is put in place and parents will be informed.

This cycle includes four stages :

- 1. Assess (Identifying where a child needs support)**
- 2. Plan (Ensuring Quality First classroom teaching with planned personalised support, which is dovetailed to provide the best outcome)**
- 3. Do (The support is implemented)**
- 4. Review (Assess support and decide on next steps)**

By following this cycle, we continuously adapt support to meet your child's needs and secure the best outcomes. This is defined as a graduated approach.

The SENDCo attends network meetings, Educational Psychologist consultations and SENDCo circles to ensure latest updates are in place and any concerns shared.

Governors are instrumental in ensuring the quality of our special educational needs provision and there is an assigned governor for SEN. The SEND governor meets termly with the SENCO to quality assure the provision in place.

3. How will the curriculum be matched to my child's needs?

We aim to ensure High Quality First teaching for all children in Claygate Primary School.

The Headteacher, senior leadership team, SENCo and governors play an active role in monitoring the quality of our special educational needs provision. Our staff make reasonable adjustments to help include all children not just those with SEND.

In order to ensure all subject leaders support children with additional needs, we created, in conjunction with Ember Learning Trust colleagues, the CPS SEND passport. This in turn has helped class teachers in identifying ways to support each individuals across all subjects.

The SENCo attends phase meetings and pupil progress meetings in order to discuss the needs of learners and share strategies that will support access to the curriculum and enable greater engagement.

We firmly believe that every learner can be successful and have a whole school ethos of high expectations for everyone

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

The school has a termly reporting cycle where parents are informed of progress. Following the report, parents are able to come into school in order to discuss how they can support learning and progress. A longer meeting is scheduled with the SENCo and class teacher if your child needs additional support in learning or if you have any concerns.

The SENCO and Senior Leadership Team carries out learning walks which include reviewing how provision is delivered within the classroom as well as via interventions. This helps in maintaining standards through rigorous quality assurance and subsequent learning conversations with staff to support ongoing development of inclusive practices. Specific support is discussed with parents.

We have a parent teacher association where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement

5. What support will there be for my child's overall well-being?

The school prioritises a child's wellbeing at every stage. We have a pastoral support team which meets fortnightly to discuss the progress, engagement and wellbeing of children within the school. Decisions are then made as to the most appropriate steps to take in order to support the child, which link to the school's graduated approach to meeting needs. We have a trained ELSA who is also trained to deliver Drawing and Talking and is a qualified mental health first aider. We fund a play therapist who supports children for more intense periods. Some of our staff are trained as Key Adults and help regulate a specific child's inner emotions while building a relationship with a child. Zones of regulation are used in all classrooms to support children in recognising their emotions and building resilience.

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.

6. What specialist services and expertise are available at or accessed by the school?

If specialist support and advice is necessary or beneficial, the school have access to a number of Surrey professionals including link educational psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS). We have planning meetings with all outside professionals every term to discuss any concerns. We may gain advice and strategies to employ or decide to refer a child for more in-depth observation and assessment. Referrals made are monitored, with set targets and follow on reviews.

The school also uses educational psychology and occupational therapy hotlines as well as specialist educational psychology services on an ongoing basis

7. What training are the staff supporting children and young people with SEND had or are having?

Our Special Needs Co-ordinator (SENDCo) has completed the National SENDCo Award, is an experienced class teacher and holds a Level 5 Spld certificate.

We invest time and money in training our staff to improve Quality First Teaching delivery and enhance their skills and knowledge of special educational needs. Our staff training includes clinics and staff meetings focusing on special educational needs using the expertise of outside agencies such as our specialist teachers, i.e. Language and Learning, Behaviour Support and our Educational Psychologist and Speech and Language Therapist. Our training in the previous 12 months has included: Oracy, Positive Behaviour training, Positive Touch, Sensory need, Zones of regulation, Compassionate schools, Emotional Wellbeing awareness, creating relevant and appropriate SEND targets.

Our Speech and Language Therapist and Behaviour and Learning specialists often provide training and support for staff working with children with specific needs.

8. How will my child/young person be included in activities outside the classroom including school trips?

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Where necessary we will complete a risk assessment in order to help include learners with SEND to participate in activities alongside their peers.

We ensure that pupil ratios are adhered to, including any DBS checked parent volunteers, if beneficial.

We visit every proposed school trip site and perform risk assessments to ensure the suitability for all students.

9. How accessible is the school environment?

We are a committed inclusive school and the school is a single storey building with ramps for access.

We review our resources and environment regularly. The requirements of the Equality Act 2010 are in place and monitored.

We work with stakeholders in order to identify steps we can take as a school in order to improve overall accessibility.

10. How will the school prepare and support my child to join the school and transition beyond?

We visit children and their parents/carers in their homes prior to starting in school. Reception teachers also visit and/or contact outside nurseries and children and their parents are invited to attend several transition sessions in school before starting. Induction meetings for parents of reception children take place before they start school. After the child has started school further meetings are held to discuss progress and concerns.

For children who require additional support for transition, this is offered through additional visits, transition books and support at the start of term. Particular care is taken to ensure that the transition from Reception to Year 1 is well managed, additional stay and play opportunities are built in and parents meeting with the Year 1 teachers ahead of the Autumn Term to ensure a shared understanding for all.

We hold meetings with staff at our local secondary schools. During these meetings we share an overview of our learners with SEND. Good practice and successful strategies are shared so that transition to the next phase is made easier. In some cases staff from the secondary school come in to work with learners to give them a familiar face for when they transfer. Visits to the local secondary school are also organised and we fully encourage all our learners to attend induction days. Our ELSA runs Year 6 transition groups throughout the Summer Term, these are targeted at pupils who need additional support managing the transition process.

11. How are the school's resources allocated and matched to children's special educational needs?

Our finances are monitored closely by the School Business Manager, Head Teacher and SENCO. Regardless of ability we try to ensure that the needs of all children are met to the best of the school's ability with the funds available. All interventions are evaluated to ensure good value for money and effectiveness. If additional needs emerge we endeavour to use our budget effectively. Children who have an Education Health Care Plan generate additional funding

which provides additional adult support. Currently, all our children with an EHCP have a Learning Support Assistant. This additional support may provide 1:1, small group or in-class, or other support.

12. How is the decision made about what type and how much support my child will receive?

The SEND Code of Practice expects barriers to learning to be removed and measures put in place to enable effective educational provision to be available and accessible to all.

Our whole school approach to assessment means that we review rate of progress and attainment three times across an academic year. Where there are concerns relating to rates of progress, the attainment is then discussed with the relevant teacher, including through pupil progress meetings. Where a child is identified as having a special educational need and/or disability, a cycle of support must be in place. This cycle includes four stages of Assess Plan Do and Review, outlined above. By following this cycle, we are able to continuously adapt support to meet your child's needs and secure good outcomes.

We understand the vital partnership with parents. With their support, we aim to understand the child at the deepest level. We also may make recommendations on how parents can positively engage with their child's learning and all-round development. This includes, signposting parents to support mechanisms such as parenting course and outside support groups.

We identify the level of need using the Surrey SEND Profile of Need, in line with the Code of Practice.

The majority of our children with SEND will have their needs met through our school provision which adapts to meet individual need. Where your child continues to make less than expected progress, despite evidence-based support and interventions, we consider making referrals and seeking specialist support from multi-agency professionals. Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of your child, if your child

has not made expected progress with the involvement of multi-agency professionals, the school or parents may consider requesting a statutory assessment. The school will continue to monitor your child's support using the Assess, Plan, Do, Review cycle.

High quality class teaching (Wave 1 - Universal) is clearly explained in our Curriculum, Learning and Teaching Policy and we expect all staff to follow this policy. When a child needs extra support, staff meet a child's parents or carers. All interventions are monitored for impact and outcomes are clearly defined at the start of any intervention. The SENCO oversees all additional support and regularly shares updates with the SEN Governor, John Thompson.

13. How are parents involved in the school? How can I be involved?

Parents receive a termly report informing of progress. Following the report, parents are able to come into school in order to discuss how they can support learning and progress. We have year group curriculum presentations every September where parents can meet the teaching team and learn about the curriculum expectation for the year. We hold workshops for parents relating to other areas of the curriculum where applicable.

Where it is deemed that external support is necessary, we discuss any referrals with parents and gain full consent before proceeding. We also give parents the opportunity to meet with the specialist in order to share the work being carried out and provide an opportunity for parents to share their views and any behaviours they observe at home.

Our Governing body includes four Parent Governors. Governors attend parent evenings and other key events during the year so that they are available for parents/carers to meet. We ask parents to contribute to a "one page pupil profile" so that we know each child's needs, likes, dislikes, strengths, interests, areas to develop and what helps them.

We have a parent teacher association where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

To help in developing reading we have parent volunteers who come into school and support learners with their reading.

14. Who can I contact for further information?

- In the first instance we encourage parents/carers to talk to their child's class teacher.
- The School Inclusion Leader is also happy to meet with parents and discuss any issues or concerns: Marita Cunniffe SENCO/ Inclusion Leader 01372 465 348 sen@claygate.surrey.sch.uk
Alternatively Sandra Cunningham, our headteacher can be contacted on head1@claygate.surrey.sch.uk The Family Information Service is a free impartial service which signposts families to services in support of family life. <https://www.surreycc.gov.uk/people-and-community/families>
- The Surrey Local Offer site offers information for families of children with SEND. [Surrey Local Offer](#)
- SEND Advice Surrey provide impartial and independent information, advice and support to parents of children with special educational needs and disability (SEND). They can be contacted at; Third floor, Consort House 5 – 7 Queensway Redhill

If you are a prospective parent of a child with additional needs and are considering whether your child should join our school, please contact our school office and speak to a member of our school office team. They will be very happy to book you onto one of our prospective parent walkabout tours and make arrangements for you to meet with our SENDCo or Headteacher to discuss the needs of your child.

A copy of the school's complaints procedure can be found on the school website ([Complaints procedure for Claygate Primary School](#)) The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through IASS or Independent SEND supporters which can be located on the local authority's Local Offer. (You can find your local Information and Advice Support Service here [Find your local IAS Service | Council For Disabled Children](#)).