Special Educational Needs and Disabilities (SEND) Policy

Approved by the governing body	October 2026
Next Review Date	October 2027

Statement of Intent

Claygate Primary School is an inclusive, values-led school where every child is supported to reach their full potential through high-quality, inclusive teaching. We believe all pupils, regardless of need, should access learning that enables progress, independence and a strong sense of belonging in the school community.

Our approach to SEND is rooted in early identification, timely intervention and tailored support. Provision is designed around individual needs, informed by assessment and, where appropriate, input from external agencies. We aim to nurture independent, resilient, ambitious learners who are well prepared for the next stage of their education and life beyond school.

We recognise that some pupils may experience barriers to school attendance linked to emotional factors, sometimes referred to as Emotionally Based School Non-Attendance (EBSNA). Where concerns arise, we work collaboratively with pupils, families and relevant professionals to understand underlying needs, reduce barriers to attendance and promote a positive, successful engagement with school.

This policy sets out our commitment to meeting statutory duties and promoting equality through effective SEND provision. It supports the elimination of discrimination and champions equal opportunities for all pupils.

We work in collaboration with Surrey Local Authority and other partners, guided by the following core principles:

- Pupil and parent participation in decisions about support.
- Early identification of needs and swift, appropriate intervention.
- Inclusive practice that removes barriers to learning.
- Joined-up support from education, health, and social care services.
- High-quality, tailored provision based on individual needs.
- Choice and control for families over SEND support.
- Preparation for adulthood, including independence and employment.

In line with the Equality Act 2010, a pupil is considered to have a disability if they have a long-term physical or mental impairment that substantially affects their ability to carry out day-to-day activities.

A pupil is identified as having a Special Educational Need and Disabilities (SEND) if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Additional provision that is additional to or different from that made generally for other children of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Additional Needs (Personal Budgets) Regulations 2014
- The Additional Needs and Disability (Amendment) Regulations 2015
- The Additional Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Additional needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Readiness for National SEND Standards

Claygate Primary is committed to aligning with the forthcoming National SEND Standards, due to be rolled out from late 2025. These standards aim to ensure greater consistency, clarity, and ambition in the support offered to children and young people with SEND.

At the heart of our provision is the principle that high-quality teaching is the foundation of support for all learners. This forms our Ordinarily Available Provision, the consistent, inclusive strategies and adaptations all teachers make in the classroom to remove barriers to learning.

We are clear and transparent about what support is ordinarily available for pupils with additional needs, including:

- Differentiated teaching and targeted scaffolding
- Visual timetables and learning aids
- Emotional regulation support
- Access to quiet spaces or movement breaks
- Ongoing teacher assessment to inform next steps

To ensure early identification and intervention, we:

- Use regular teacher assessments to spot emerging needs
- Hold termly pupil progress meetings with the SENDCo
- Listen to concerns raised by staff, parents, or pupils
- Involve external agencies swiftly where appropriate

Our approach ensures that support is in place before difficulties escalate, and that pupils receive the right help, at the right time, in the right way.

3. Objectives

Claygate Primary school is committed to identifying and meeting the needs of all pupils with SEND . Through this policy, we aim to:

- Use our best endeavours to ensure pupils with SEND receive the support they need to access a broad and balanced curriculum.
- Promote inclusive practice, ensuring pupils with SEND learn and play alongside their peers in all aspects of school life.
- Provide high-quality, tailored support that removes barriers to learning and promotes positive outcomes.
- Meet our statutory duties under the SEND Code of Practice and the Equality Act 2010, including making reasonable adjustments and providing auxiliary aids where needed.
- Promote equality of opportunity and disability inclusion throughout the school community.
- Appoint a qualified SENDCO to lead and coordinate SEND provision.
- Keep parents informed when Additional provision is being made for their child.
- Share clear, accessible information about our SEND provision by publishing:
    - Our Accessibility Plan, showing how we will improve access to learning and the school environment.
    - Details of admissions and support for pupils with SEND .
    - Our SEND Information Report, outlining how the policy is implemented in practice.

Our approach is centred on inclusion, equity, and partnership with families - ensuring that every child is supported to thrive.

4. Roles, Responsibilities and Expertise

At Claygate Primary, all staff share responsibility for meeting the needs of pupils with SEND.

Governing Body

- Ensures statutory duties for SEND are met.
- Confirms a qualified SENDCO is in post.

SEND Governor – Fiona Beighton

- Monitors the quality and impact of SEND provision.
- Raises SEND awareness at Governor meetings.
- Works with the Headteacher and SENDCO to shape SEND strategy.

Head teacher – Dan Cadman

- Oversees day-to-day SEND provision.
- Works closely with the SENDCO and class teachers.
- Organises staff training and deployment.
- Keeps Governors informed about SEND developments.

SENDCO – Marita Cunniffe

- provision and manages the SEND team.
- Provides training and specialist advice.
- Liaises with external agencies and attends relevant meetings.
- Leads on assessments, referrals, and annual reviews.
- Maintains the SEND register and monitors pupil progress.
- Works with families to ensure effective communication, planning, and transitions.
- Ensures medical needs are supported in line with policy.

Class Teachers

- Deliver quality first teaching and adapt learning to meet individual needs.
- Identify concerns and discuss them with the SENDCO.
- Track progress, implement support plans, and involve parents.
- Follow advice from the SENDCO and external specialists.
- Manage and direct support staff in their classrooms.

Specialist Services

The school works with a range of services, including:

- Speech and Language Therapists
- Autism Outreach (Woodlands School)
- CAMHS
- Occupational Therapy
- EAL and Traveller Support (REMA)
- Physical/Sensory Support

- Counselling and PMHWs
- Children's Social Care
- Other agencies as needed

4. Identifying SEND

In line with the SEND Code of Practice and Equality Act 2010, a pupil is identified as having SEND if they have:

- A significantly greater difficulty in learning than peers.
- A disability that hinders access to education.
- Needs requiring provision different from or additional to that of peers.

Early Identification

We recognise the importance of early identification in improving long-term outcomes. All pupils are assessed termly to monitor progress. Identification methods include:

- Observations, assessments, and work scrutiny.
- Learning walks and lesson observations.
- Concerns raised by parents, staff, or outside agencies.
- Records from previous settings.

'Less than expected progress' may include:

- Slower progress than peers.
- A widening attainment gap.
- Lack of improvement despite interventions.

We categorise needs across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

5. Admissions

Claygate Primary welcomes all children, including those with SEND, and ensures admissions are managed fairly and transparently. Admission decisions are based on the school's policy and criteria, considering whether the child's needs can be met within our mainstream setting and available resources.

6. Accessibility

In line with the SEND 2002 and DDA 2006, we are committed to providing an inclusive environment. Claygate Primary School is a fully accessible, single-storey building with wheelchair access throughout.

We ensure pupils with SEND can access all aspects of school life, including:

- Clubs, workshops, school plays, sports, and educational visits.
- All events and experiences alongside their peers.

- Reasonable adjustments are made, wherever possible, to enable pupils with SEND to participate fully in school life and the wider curriculum

7. Safeguarding

Claygate Primary recognises that pupils with SEND may face increased vulnerability to abuse, neglect and exploitation. Staff are trained to understand that these pupils:

- May be more affected by bullying, including prejudice-based or online bullying.
- Can face additional risks online, such as grooming or radicalisation.
- Are at greater risk of child-on-child abuse, neglect and sexual harassment.

We acknowledge that there are additional barriers to identifying safeguarding concerns in pupils with SEND, including:

- Assumptions that behaviour or mood changes are linked to a pupil's condition.
- Communication difficulties that make it harder for pupils to report concerns.
- A greater likelihood of isolation or being targeted without showing visible signs.

The Headteacher and Governing Body ensure that these risks are reflected in the school's Child Protection and Safeguarding Policy.

When physical intervention is necessary, staff follow the Physical Intervention Policy, with additional care for the needs and vulnerabilities of pupils with SEND.

Staff, particularly those working closely with SEND pupils, are vigilant in noticing and reporting any changes in behaviour, mood, or injury. These concerns are always investigated by the Designated Safeguarding Lead (DSL) in collaboration with the SENDCO.

8. SEND Support

Claygate Primary School is committed to delivering a broad and balanced curriculum through high-quality, inclusive teaching, as the first step in SEND support.

Teachers will:

- Set high expectations for all pupils.
- Differentiate lessons appropriately.
- Use assessment to set ambitious targets.
- Plan to remove learning barriers.
- Be accountable for progress, including that of pupils receiving additional support.

Ordinarily Available Provision

We follow the Surrey Ordinarily Available Provision guidance to ensure consistent support for all pupils through school-based resources.

More info: Surrey Ordinarily Available Provision

Graduated Approach

We use the Assess – Plan – Do – Review model to support pupils with SEND:

- Assess: Identify pupil needs through ongoing monitoring and specialist input.
- Plan: Develop a support plan with clear goals, strategies, and review dates.
- Do: Implement the plan with teacher and support staff involvement.
- Review: Evaluate the impact and adjust as needed.

If needs are more complex, we seek input from external professionals. Where significant needs persist, we may request an Education, Health and Care Needs Assessment (EHCNA) in partnership with parents.

English as an Additional Language (EAL)

EAL is not considered a SEND in itself. However, where pupils with EAL make limited progress, their wider needs are assessed holistically. Cultural and linguistic context is always considered before identifying SEND

EARLY YEARS PUPILS WITH SEND

At Claygate Primary school, we are committed to identifying and supporting young children with SEND at the earliest possible stage, in line with the EYFS framework.

Staff are trained to notice and respond to emerging difficulties, working closely with families to ensure concerns are heard and acted upon. We:

- Monitor each child's development and progress regularly.
- Listen to and value parental concerns, as well as the views of the child.
- Use our best endeavours to ensure each child receives the support they need.
- Ensure children with SEND are included in all school activities alongside their peers.
- Keep parents informed about the support available and how we work with external specialists.
- Follow the Assess – Plan – Do – Review cycle to tailor support and, where appropriate, develop, implement and regularly review an Individual Support Plan (ISP) with parents and relevant professionals

We also provide information outlining:

- How our SEND policy is implemented in Early Years.
- Admission arrangements and accessibility for children with SEND.
- Actions taken to prevent less favourable treatment.
- Our Accessibility Plan and how we improve inclusion over time.

Parents will always be informed when additional provision is made for their child.

9.Co-Production with Parents and Pupils

At Claygate Primary, we believe that working in partnership with parents and pupils is essential to achieving the best outcomes for children with SEND. We listen carefully to families and involve them in every stage of planning and decision-making.

Working Together

- We meet with parents of pupils receiving SEND support at least twice a year for extended discussions.
- Planning focuses on the child as an individual, not on their diagnosis.

- We use accessible, jargon-free language and highlight each child's strengths, interests, and aspirations.
- Pupils and parents are encouraged to share their views, goals and experiences to shape support.
- Meetings are scheduled flexibly and coordinated with relevant professionals to minimise duplication and pressure on families.
- Where helpful, families can access advocacy support to ensure their voices are heard.

10. Education, Health and Care (EHC) Plans

Where additional support is needed beyond the school's ordinarily available provision, we may work with families to request an EHC needs assessment. If granted, this leads to a plan that brings together education, health, and care support to help the child thrive.

The school will:

- Provide all required evidence to the Local Authority (LA) within statutory timescales.
- Engage with parents and professionals to shape clear, aspirational outcomes.
- Respond to draft plans and offer feedback within 15 days.
- Admit any pupil named in an EHC plan and ensure all staff working with the child are aware of their needs and support strategies.

If an EHC plan is not issued, the school will use the assessment feedback to strengthen ongoing SEND provision.

Annual Reviews

All pupils with an EHC plan have their progress formally reviewed at least once a year.

We will:

- Coordinate and host the review, involving parents, the LA, and relevant professionals.
- Share reports and gather views before the meeting.
- Send a summary of the meeting, including any recommendations, within two weeks.
- Combine reviews with other statutory plans, such as the Personal Education Plan, PEP for Looked After Children, wherever possible.
- Offer advocacy if needed, to ensure both pupil and parent views are represented.

Where a pupil's needs have significantly changed, we will work with the LA to request a re-assessment.

Funding for SEND Support

We use the school's delegated funding (outlined in the Ordinarily Available Provision) to provide early intervention and tailored support.
If a child requires more intensive or specialist help, we will apply for High Needs Funding through the Local Authority, ensuring support is in place to meet their individual needs.

11. Transitions

We know how important well-planned transitions are for pupils with SEND.
We:

- Support transitions between year groups and key stages through planning and early intervention.
- Invite staff from secondary settings to attend final annual reviews for pupils with EHC plans.
- Ensure transition planning is in place well ahead of moves, with adjustments or new provision arranged where needed.

Our aim is to make all transitions smooth, supportive, and child-centred.

12. Supporting Pupils for Life Beyond Primary School

At Claygate Primary, we understand how important it is to prepare pupils with SEND for their next steps - both in education and in life. We believe that nurturing independence, confidence, and a sense of belonging from an early age can be transformative. Our support is tailored to each child's stage of development, aspirations, and needs.

We will:

- Take time to understand each pupil's interests, strengths, and motivations, using these as the foundation for planning meaningful support.
- Help pupils build positive friendships and feel part of the social life of the school.
- Ensure pupils with SEND are included in all aspects of school life, learning alongside their peers and fully participating in enrichment opportunities and community activities.
- Work closely with secondary schools and families to plan smooth, supportive transitions, ensuring that each child feels ready, understood, and empowered to take their next step with confidence.

Our aim is to help every child move forward with the tools they need to thrive - academically, socially and emotionally - in the wider world.

13. Staff training and improving practice

At Claygate Primary we are committed to supporting every child by ensuring our staff are confident, skilled, and well-informed. We invest in the ongoing learning and development of all staff, following our CPD (Continuing Professional Development) and Training Policy.

Our SENDCO and SLT work closely with staff to understand their strengths and training needs, making sure they receive the right support to develop their knowledge and skills in identifying, teaching, and assessing pupils with SEND making sure they do the very best for the children.

14.Use of Data and Record Keeping

All pupil information is managed in line with the school's Records Management and Data Protection Policies and our Pupil Information Retention Policy. Records will clearly detail the additional or different provision made under SEND support, including the impact of this support over time - evidenced, for example, through provision maps.

Our systems track SEND needs, outcomes, actions, agreed support, teaching strategies, and any involvement from specialists, supporting effective monitoring of each pupil's progress, behaviour and development.

An accurate, up-to-date SEND register is maintained, and all records are kept securely to prevent unauthorised access, as far as reasonably practicable.

The school also collects data on the levels and types of SEND across the school, which is shared with the Local Authority and Ofsted as required

15. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Head Teacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

16.Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report is published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Additional needs and disabilities code of practice: 0 to 25 years'.

17. Joint Commissioning, Planning and Delivery

Our school works closely with local education, health, and social care services to make sure pupils with SEND receive the right support at the right time. In line with the Children and Families Act 2014, we support the Local Authority in ensuring that services work together to promote children's wellbeing and improve the quality of Additional provision.

The school uses a range of local and national information to identify trends, monitor patterns of need and support planning for the provision of SEND across the school. This information may include:

- Local population and demographic trends
- National SEND prevalence data
- Information relating to the number and needs of pupils with Education, Health and Care (EHC) Plans
- Information about the range of local educational provisions available for pupils with SEND
- Local health, wellbeing and community factors that may impact children and young people

Our planning, delivery and monitoring of SEND provision is focused on achieving positive outcomes, such as:

- Improved educational progress for pupils with SEND
- Earlier identification of needs, even before school entry

For pupils with both SEND and medical needs, support is carefully coordinated with their EHC plan. We regularly review the effectiveness of all SEND support and adapt or replace it to ensure the best possible outcomes for each child.

18. Local Offer

Our school collaborates with the Local Authority (LA) to help develop and review Surrey's Local Offer - an online resource providing information about services and support available for children and young people aged 0–25 with SEND.

We help ensure the Local Offer is:

- Collaborative: We work with the LA, parents, pupils, and service providers to shape and review the offer.
- Accessible: We support the LA in making sure the Local Offer is clear, jargon-free, well-structured around families' needs, and easy to find.
- Comprehensive: We help ensure families understand the full range of support available across education, health and social care, including eligibility, how to access services, where to find advice, and how to make a complaint or appeal a decision.
- Up-to-date: We contribute to regular reviews so that information remains current and relevant.

  Explore the Surrey Local Offer an Online hub for 0-25 year olds to find out more about support and services available. For impartial advice and support, contact Surrey SEND Information, Advice and Support Service (SSIASS). They can be contacted on 01737 737300 / ssiass@surreycc.gov.uk

19. Managing Complaints

At Claygate Primary School, we aim to work in partnership with parents to resolve concerns early and supportively. If a parent has a serious concern about the SEND provision for their child, we will act promptly and involve the Local Authority (LA) where needed - even if no EHC plan is in place.

We will:

- Follow our published Complaints Procedure, available on the school website.
- Seek advice from the LA on disagreement resolution, mediation, or SEND Tribunal appeals if needed.
- Respond fully to any requests for information in these processes.
- Support families by attending tribunals where required and explaining any actions taken.

Our focus remains on working collaboratively with families to find the best outcomes for every child

20. Monitoring and review

The policy is reviewed on an annual basis by the SENCo in conjunction with the Governing Body; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

This policy links to our policies on:

- SEN Policy
- Accessibility plan
- Positive Behaviour Policy
- Equality information and objectives
- Medical and Welfare Policy

The next scheduled review date for this policy is October 2027