Tatsfield Primary School
SEND Information Report
September 2026

- Special Educational Needs and or Disabilities Coordinator (SENDCo): Mrs Ellie Pascal
- Headteacher: Mrs Rachel Jewitt
- Contact: 01959 577356
- Email: senco@tatsfieldtlt.co.uk
- Dedicated SEN time: Monday morning, Tuesday and Wednesday
- SEND Governor: Mrs Jenny Bradshaw

Definition of SEND

At Tatsfield Primary School we use the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

SEND: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age.*** *Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.***

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

(Reference: Tatsfield Primary School Waves of Provision)

How are Children with Special Educational Needs Identified?

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting. We talk to parents/carers and we meet the children where possible to get a full picture about how best to support them.
- Through ongoing teacher assessments and more formal end of term assessments we track the progress of all our pupils. Class teachers meet with the SENDCo to discuss any concerns they have. The headteacher, class teacher and SENDCo meet termly for pupil progress meetings.

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Members of the Senior Leadership Team regularly review assessment data and all staff use data to support tracking.

- If a teacher is concerned they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place in an Individual Learning Plan.
- Difficulties with social and emotional wellbeing or speech and language may also trigger a need for additional support.

(**Reference:** SEND Policy September 2026)

If a child has been identified as needing additional support, a thorough investigation of their strengths and needs will take place. Assessments will be completed in all four areas of need to ensure needs are accurately identified and to help determine the specific actions and to provide targeted intervention and support. A child's needs may fall into one or more of these categories and the support they require can change over time. This will be monitored and reviewed regularly. The child will be placed onto the SEND register and this will be communicated with parents. A child will be asked about how best to support them, what is important to them and what their goals and aspirations are.

We have an open-door policy and if you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or SENDCo (Mrs Ellie Pascal) to discuss your concerns. We hold coffee mornings/parent workshops for parents/carers of children with SEND.

Class teachers produce an annual written report for all children in their classes in the summer term. We also have two other parent consultation evenings each year, one in the autumn term and one in the spring term if a child has a learning plan this will be discussed then. If a child is on the SEND register a longer appointment is available for parents evening. Where a child has an EHCP, a formal annual review of the plan will be held with the parents, key staff, external support and include the child's voice too. This will then be passed onto the local authority.
Children with special educational needs have their Individual Learning Plans (ILPs) reviewed termly by the class teacher/SENDCo and other staff members who are involved with the targets. These are shared with parents and children termly; they are both encouraged to take an active role in this process. This might involve discussing their own/their child's progress, the targets and interventions and ways they can work on/support their child at home.

We are happy to share suggestions about ways families can support learning at home. Curriculum information is shared though an annual curriculum evening for each year group and through our newsletter and website. We believe in supporting the development of parents and we hold learning events to help families understand ways that they can support their child at home. We use Mathseeds and Dynamo Maths to support our children's mathematical progress, Lexia Core 5 and Touch-Type Read and Spell to support Literacy progress which are online programmes that can be accessed at home.

How will the school adapt its teaching for my child?
At Tatsfield Primary School we offer high quality teaching (wave 1 – universal offer) and make classrooms inclusive for all learners. Additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about high quality teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Adaptive teaching and scaffolding is embedded in our curriculum and practice. All our teachers are clear on the expectations of high-quality classroom teaching and this is monitored regularly by the leadership team. Children are assessed regularly and lessons are taught in a way that allows all children to access the curriculum and to progress with their learning. This could be through variation in lesson content and tasks or through the resources being used to support the children's learning. If there are concerns that a child might not be able to access a part of the curriculum this will be discussed in a meeting with parents, class teacher, Special Educational Needs and or Disabilities Co-ordinator and Headteacher.

All teachers are responsible for every child in their care, including those with special educational needs. Further details can be found in Tatsfield's Teaching and Learning Policy.

How will the school measure and evaluate my child's progress?

Termly meetings are held to look at the progress of all children and to identify needs which may be affecting their ability to engage with the learning process. Following discussion with key staff, the child and parent/carer, a plan for additional support and expected outcomes is put in place. This will be in the form of recorded targets and actions to help to overcome any difficulties and take into account strengths as well as difficulties. It will identify ways in which a child may be supported both at home and school. The identified provision will be carried out by a teacher or trained Teaching Assistant until the next review. In some cases, it may be necessary to increase or change the nature and level of support to help the child's progress. This may involve seeking the help and advice from a range of specialist agencies such as:

- Child and Adolescent Mental Health (Mindworks)
- Community Paediatrician
- Education Inclusion Officer (EIO)
- Educational Psychologist (EP)
- Occupational Therapy (OT)
- Physical and Sensory service (PSS)
- Surrey Parent Partnership
- Social Care
- Woodlands Outreach Support
- Speech and Language Therapy (SALT)
- Surrey Young carers
- Specialist Teachers in Practice (STIPS)

A referral for support for an outside agency will only be made with parent/carers consent. The impact of intervention will be regularly assessed and the additional support plan and targets will be reviewed.

We review the needs of our learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENDCo/Headteacher carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

Our provision management tool also looks 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 spent on them and the finance used in providing the intervention.

We regularly review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

How will the impact of interventions be assessed?

The interventions used will be those that are proven to make a difference for most learners. Where appropriate a baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency or intensity. Termly reviews will involve children and their parents or carers and the class teacher and a record kept of agreed actions.
Where difficulties persist despite high quality teaching ~~interventions~~ and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve Speech and Language Therapy services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as Paediatrics or Mindworks.

Where a child has an EHC plan or a Statement of SEN an Annual Review will be held taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

What type of support can the school offer to support my child?
Tatsfield Primary School adopts a graduated approach to meeting needs, through high quality teaching. Our staff make reasonable adjustments to help all children not just those with SEND. The teacher, with the support of the SENDCo, will plan carefully to meet additional needs within the class. Strategies will be deployed to meet these needs, ensuring that every child has equality of opportunity. Trained teaching assistants support learning throughout the school, with the guidance of the teacher/SENDCO. Subject specific language is taught to enable children who have language or processing difficulties to access the curriculum. A range of focussed intervention is available throughout the day, both for learning and social difficulties. We have an open-door policy and there will always be somebody available to listen to the concerns of both parents/carers and children.

Which staff will support my child, and what training have they had?
Our SENDCo is an experienced qualified teacher with special educational needs experience. All members of staff receive regular training opportunities relating to the needs of the children at our school. We encourage staff to continually update their skills and knowledge.

We have staff members who are trained in areas of:

- Autism/ADHD
- Literacy – Early Literacy Support, phonics, dyslexia, Literacy for All
- Maths –Number Sense, Numicon
- Fine and gross motor skills
- Zones of Regulation
- Restorative Practice
- Emotional and social skills development
- Emotional based school non-attendance (EBSNA)

How will a child with SEND be included beyond the classroom?
Our Inclusion Policy promotes involvement of all our pupils in all aspects of the curriculum, including activities outside the classroom such as school trips and clubs.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning/risk assessing.

How will the school support my child's mental health and emotional and social development?
The wellbeing of every child is a key priority for our school. We provide a high standard of pastoral support for our children and families, supporting them through difficult times in their lives such as friendship issues, bereavement, separation or divorce. Advice can be sought from Mrs Pascal and external advice or referrals can be made to supplement the support given at school.

We have clear systems in place to deal with bullying. Our Behaviour Policy which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
Staff receive regular first aid training. We have designated First Aiders on site and relevant staff are trained to support medical needs. We have a Pupil Health and Administration of Medicines policy in place. We also have a separate first aid room, with a bed, with access to a disabled toilet and shower.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence and support pupils experiencing EBSNA (Emotionally Based School Non-Attendance).

We have a School Council with child representatives from each class, who have opportunities to discuss issues central to them. We understand that lunchtimes can be a daunting time for some children, we train our lunchtime staff to support games, some of our Year 6 children are Activity Leaders for pupils in younger classes. Our Year 6 children are partnered as a buddy from reception class. Kindness Ambassadors are appointed in each class and meet to discuss ways to improve kindness throughout the school community. Our Personal, Social, Health and Emotions (PSHE) curriculum SCARF also develops emotional and social development.

How will a looked after or previously looked after child be included?
We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support with their progress and engagement within the learning environment.

Our designated teacher Mrs Rachel Jewitt meets with Children's Services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child.

What support will be available for my child as they transition between classes or settings?
Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child. Before starting our school, a meeting is held with the current provision, frequently a pre-school, for children who have additional needs. Transition photo books are frequently made, involving pictures of the staff at the new school so that the child feels less anxious about the change. Extra visits are also available outside of the introduction mornings. When moving between classes a transition meeting will take place between the current teacher and the new teacher. A transition morning is held in the summer term for all children, all families receive a copy of a transition social story for their new class and where necessary some children have the opportunity to speak to the new teacher one-to-one.

When moving to secondary school the Year 6 teacher and SENDCO will liaise with all of the receiving schools, regarding any child with additional needs to highlight information and targets and to enable an awareness of the child's strengths and difficulties. Successful arrangements and interventions currently used to support your child can be shared with the receiving school. Staff support transition activities that discusses any concerns that the children might have and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties. We use the Smart Moves Programme from The Eikon Charity, which helps pupils develop lifelong resilience which helps to address some common anxieties when transitioning from year 6 to year 7.

What support is available for me and my family?
A full range of the support available can be found in the Surrey Local Offer for pupils with SEND
Surrey Local Offer.

Tatsfield Primary School works with the Local Authority and the provision within the school supports the Local Offer from Surrey.

What should I do if I have a complaint about my child's SEN support?
In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then a meeting with the SENDCo (Mrs Ellie Pascal) can be arranged to discuss the nature of the complaint and to find a way to resolve the situation. If matters are still unresolved parents should speak to the Head teacher. A copy of our complaints procedure can be obtained at the school office. 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 Surrey Parent Partnership now known as Surrey Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS).

SEND Advice Surrey
3 Consort House
5-7 Queensway
Redhill
Surrey
RH1 1BY
Tel: 01737 737300
Website: https://sendadvicesurrey.org.uk/

Relevant school policies underpinning this SEN Information Report include:
- Teaching and Learning Policy
- Inclusion Policy
- Behaviour Policy
- Pupil Premium
- Anti-Bullying Strategy
- Equality Policy
- Supporting Pupils with Medical Needs Policy

Legislative Acts taken into account when compiling this report include:
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005