



**TATSFIELD PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY**

**Reviewed: September 2023**  
**Next Review Date: September 2024**

# Tatsfield Primary School

## VISION STATEMENT

Children, staff and parents working actively in partnership to enable all children to realise their full potential

### **We aim to help our children to:**

- develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives
- appreciate and understand moral and religious beliefs and develop a respectful attitude for the views of others
- develop enquiring minds, be confident to ask questions and take risks with a desire to achieve
- be independent learners and thinkers who are able to seek solutions creatively and co-operatively
- be caring, resilient and responsible individuals

*Aim High, Achieve More*



## **Aims and Objectives**

### **Aims**

At Tatsfield Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. School leaders regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set by staff with input from parents/carers and the children themselves
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

## Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014
- To meet regularly and hold annual coffee mornings/afternoons with parents/carers of pupils with SEND to ensure effective communication and co-production of policies and practice

## Definition of SEND

At Tatsfield Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

*SEN: 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 SEND 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**’.*

## Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## How the policy was put together?

This policy was created in partnership with the SENCo, the Headteacher, the SEND Governor, representative staff, parents and pupils with SEND in KS2. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (2015)

### **How can parents access this policy?**

You can get a copy of our policy in a number of ways:

- The school website under **SEND**
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

### **Legislation and guidance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015). This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This has been written with reference to the following related guidance and documents:

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **Key Roles and Responsibilities**

- **Headteacher:** Mrs Rachel Jewitt
- **SEND Governor:** Mrs Jessie Eales-White
- **Special Educational Needs Co-ordinator (SENCo):** Mrs Ellie Pascal  
**Contact details:** senco@tatsfieldtlt.co.uk or 01959 577356  
**Availability:** Tuesdays, Wednesdays and Thursdays
- **Learning Mentor:** Mrs Jo-Ann Cargan (can be contacted through the school office)

## **The Role of the SENCo**

The SENCo has the responsibility of:

- The day to day running of the SEND policy, in conjunction with the Headteacher
- Liaising with and advising all staff members, teaching and non-teaching
- Coordinating the provision for children with SEND
- Coordinating and developing an efficient system for identifying and monitoring children with SEND
- Contributing to in-service training for staff
- Liaising with the SEND Governor regularly
- Liaising with and making referrals to outside support services, agencies and voluntary bodies
- Supporting with intervention groups and resources used
- Monitoring the impact of interventions
- Assisting class teachers to draw up Individual Provision Maps in consultation with other staff members, parents and pupils and outside agencies where appropriate
- Maintaining links with parents of children with SEND
- Organising Annual Reviews for children with Statements of Special Educational Needs or Education Health and Care Plans
- Producing written reports following Annual Reviews and referrals
- Liaising closely with the Headteacher with the writing and implementation of the SEND Policy
- Keeping records of children on the SEND Register and updating records from information provided by class teachers and outside agencies

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about pupils with SEND

## **The Role of the Headteacher**

The Headteacher's responsibilities include:

- The day-to-day running of the SEND policy, in conjunction with the SENCo
- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Local Governing Committee well informed about SEND within the school

- Working closely with the SENCo
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- The allocation and effective use of the SEND budget

### **The Role of the Class Teacher**

The Class Teacher's responsibilities include:

- Quality First teaching to include differentiated learning opportunities and teaching styles
- Early identification of pupils who make little or no progress in spite of differentiated learning opportunities being provided at Wave 1 and 2 and reporting to the SENCo and parents
- Working with the SENCo, parents and child in collecting and recording information about the child in determining the action to be taken
- Planning Individual Provision Map targets (taking into account outside agency recommendations where appropriate), developing and reviewing/assessing Individual Provision Maps
- Ensuring the class SEND file is kept up-to-date and that assessed Individual Provision Maps and new Individual Provision Maps are passed to the SENCo promptly
- Ensuring that One Page Profiles are up-to-date, where necessary
- Liaison with parents, SENCo, Teaching Assistants and representatives from outside agencies
- Planning and liaising with TAs to implement Individual Provision Maps
- Involving pupils at an appropriate level in planning for their own learning
- Accepting and valuing the contribution of parents in their child's learning and identifying the best way of involving the parents in working with the school

### **The Role of the Local Governing Committee**

The Governing Bodies of maintained schools have important statutory duties towards pupils with SEND, (please refer to the Code of Practice July 2014). At Tatsfield Primary School, our designated SEND Governor is Mrs Mrs Jessie Eales-White and she can be contacted through the school office.

The SEND Governor visits the school to monitor progress and provides feedback to the Local Governing Committee. Through the Pupil Welfare Committee and the Headteacher's Report, the Governors have termly updates of the number of children at each stage of the SEND Register and a general outline of the SEND provision within the school.

### **The Role of Teaching Assistants**

At Tatsfield Primary School we are very fortunate to have a dedicated team of teaching assistants who are fully involved with supporting children with SEND.

Teaching Assistants may support children individually, in groups during lessons or in intervention groups.

- They will provide SENCo/ teachers with feedback against targets and comment against objectives set for group interventions
- Evaluation forms will be completed for all intervention or group sessions

### **The Role of Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **The Role of the child**

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

### **SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **Our approach to SEND support**

At Tatsfield Primary School, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs and/or disabilities. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

At Tatsfield Primary School we offer high quality first teaching. 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 in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first 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.

All teachers are responsible for every child in their care, including those with special educational needs and /or disabilities.

### **Identification**

We aim to identify children with SEND as early as possible.

This is carried out in line with the guidelines given in Surrey's documents 'Graduated Approach and Profile of Need for SEND'.

Identification takes into account:-

- Assessment data - both progression and achievement is monitored
- Teacher/SENCo/Teaching assistant experience
- Liaison with pre-school agencies where appropriate
- Parental concerns
- Advice obtained from specialist agencies and/or the NHS

In order to do this, the SENCo and teachers liaise throughout the year (particularly at termly assessment stages) to identify any children who may need **additional** and **different** help beyond that of normal differentiation in the classroom. The SENCo regularly meets with staff to review pupil progress.

See [Tatsfield Primary School SEN Waves of Provision](#)

In some cases, relevant professionals from outside agencies are also invited to contribute to the assessment of the child's needs and assist with target setting. This will only be done with the consent of the parent(s).

### **Identification of Needs**

#### **Communication and interaction**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with Autism Spectrum Condition, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



## **Cognition and learning**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Other children and young people may have suffered adverse childhood experiences.

## **Sensory and/or physical needs**

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Provision for pupils with SEND**

The following stages of provision are offered in line with the SEND Code of Practice:

- SEND Support (School SEND Support, Specialist SEND Support)
- Application for an Education, Health and Care Plan (leading to an EHCP)

## **SEND Support**

The indicator for School SEND Support is when there is a concern and underpinning evidence that a pupil is not making progress despite receiving differentiated learning opportunities, high quality Wave 1 teaching and intervention. As stated in the previous section the class teacher /SENCo seek additional information from the parent before deciding on the action to be taken.

Once a child has been placed on the SEND register a Provision Map is drawn up. This will place the child at 'SEND Support' and the relevant documents and notes from any meetings will be filed. Working together we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. The SENCo will co-ordinate the consultation process of assess – plan – do – review.

A range of strategies are used to support the needs of pupils at SEND Support including:

- Different learning materials
- Intervention groups
- Special equipment or resources
- Some group or individual support
- Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness
- Undertaking staff development and training

See the Tatsfield Provision Map for Wave information

## **Intervention Targets**

Targets set must be challenging yet small, measurable, achievable, relevant and time bonded.

It must state how a successful intervention is going to be measured.

If progress is not made against a target, the intervention and target should be reassessed for suitability and if necessary, the target broken down into smaller steps or the intervention changed. All targets will be shared and discussed with the Parent/carers and child.

## **Recording, Monitoring and Review Records**

The Class Teacher is responsible for maintaining and updating the class SEND file. All SEND information and provision maps are passed to the SENCo. All the evidence for involvement with the child is recorded and filed and can be used to begin a Child's Pathway Plan, which details their information, needs and strengths. Pathway Plans are also kept in the SENCo's office, with a copy to the relevant support staff. Records are accessible to all teachers and professionals in consultation with the SENCo. Parental permission needs to be sought if a new agency is to be involved.

Any reports from outside agencies which advise on actions are to be included in Individual Provision Maps, (such as Educational Psychology Reports, Specialist Teachers for Inclusive Practice, NHS services e.g. Speech and Language/Occupational Therapy etc) these are also kept in the class SEND file. Duplicates of all these are kept in the child's individual SEND files.

The class teacher is responsible for familiarising themselves with children's information regarding their special needs and/or disabilities.

### **Review**

Individual Provision Maps are reviewed 3 times per year. Children with Statements/EHCP also have a Statutory Annual Review (six-monthly review in the case of the under 5's). All the relevant adults and the pupil are involved in the review process. It is the class teacher's responsibility to monitor the success of the targets. Pupils are involved in the review of their targets. Individual Provision Maps are sent home at the start of each term with a covering letter and parents are invited to discuss their child's provision with the SENCO. Teachers hold parents evenings twice a year and are invited to make an appointment following their annual report. Surrey's specialist teachers sometimes meet with parents to discuss support in school. The SENCo will co-ordinate these meetings.

### **Education, Health and Care Needs Assessment or Plan (EHCNA/EHCP)**

An application for an EHCN assessment will be considered by the school where a pupil makes little or no progress after receiving an individualised programme under Specialist SEND Support to overcome their barriers to learning. If an application is to be made the SENCo and class teacher will liaise with parents to prepare the EHCN assessment. The SENCo will liaise with outside agencies to obtain reports and gather evidence to support the assessment process.

If an Education Health and Care Plan is awarded the provision provided will follow the recommendations made in each individual EHCP.

As far as possible, support will be given in class. Where withdrawal support is felt to be appropriate this will be carried out on a small group or one to one basis and be time limited. SEND support and interventions will take account of recommendations and advice given by external agencies. All the evidence for involvement with the child is recorded and filed.

### **Monitoring of Provision Maps and SEND Resources**

The SENCo and the Headteacher will monitor the identification of children through target setting and End of Year Reviews.

The SENCo and the Headteacher will monitor the effective use of Provision Maps and SEND resources.

The SENCo and the Headteacher will monitor the effective communication between staff, parents and the SENCo through regular informal SEND meetings.

The class teacher is responsible for writing, monitoring and reviewing Provision Map targets. Class teachers keep a working SEND file and ensure that the SENCo is provided with copies of Provision Maps and reviewed targets. The SENCo will support teachers to co-ordinate intervention groups and assist teachers in drawing up Individual Provision Maps for children.

### **Consulting, Supporting and Including Parents/Carers of Pupils with SEND**

Working closely with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents have key information when identifying and assessing a child's needs and play a vital role in the support of those identified needs.

We value parent views and the knowledge they hold on their children. We listen to any concerns they have regarding their children and support them as best we can. This could be by supporting a referral to the paediatrician, completing an Early Help Assessment to see if there is any support that would be beneficial for the family or offering support within the school where appropriate.

Parents will be notified of any decision taken by the school that SEND provision has been made for their child. Class teachers will initially raise concerns about a child's progress by arranging a meeting with the parents. Parents will be formally notified about a child receiving SEND provision when a child is placed on the SEND Register. The SENCO will invite both the parents and the child to discuss the child's needs and their current targets. Whilst on the SEND Register parents will be informed termly about their child's progress and any changes made to the SEND provision. In some cases more regular contact is required both with the class teacher and the SENCO, this will be arranged as needed.

At Tatsfield Primary School we are aware that for some parents, having a child identified with special educational needs can be a worrying and sometimes stressful experience. We aim to support parents through this stage, to provide support and advice. We also try to hold yearly coffee mornings for parents with children on the SEND Register to get together. Parents need to recognise that they are not alone and we will endeavour to put them in touch with organisations that can provide additional support.

Parents will be informed about the SEND ADVICE SURREY Service whose responsibilities include:

- Working with parents
- Giving neutral information and advice about special needs, SEND procedures, interpretation of information published by schools, LA and other bodies interested in SEND
- Provide access to independent parental support if parents require this
- Provide information about other agencies – Health Services, Social Services and voluntary organisations that can give information and advice about their child's particular need

### **Pupil Involvement**

Children with special educational needs often have a unique insight into their own needs. At Tatsfield Primary School children's views about their targets and the type of support they think they need will be sought and listened to. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, target setting and review of progress, as appropriate to their age and ability. Where necessary they will help to complete a One Page Profile which will detail what is important to them, what their qualities are and how they feel supported.

### **Availability of Resources**

Teaching Assistants (TA) work in class or run intervention programmes to support small groups or individuals. The groups reflect the needs of the children at the time. For example extra English support, Mathematics support, programmes to address basic skills and support pupils who are working at a different level to that of the majority of their peers, Speech and Language therapy groups, Occupational Therapy groups and self-esteem groups, auditory memory groups. TA lead these groups with support from the SENCo, Class Teacher and outside agencies where possible.

Appropriate resources are allocated to ensure that the needs of pupils are appropriately met.

Use is made of teachers, other professionals, facilities and resources from within the school and outside agencies whenever possible.

### **Staff Development**

We recognise that teaching staff will need regular in-service training on aspects of special needs and inclusion to inform and update practice. INSET needs are reviewed regularly and staff meet with members of the Senior Leadership Team to identify their needs and review their previous targets and discuss any other development areas.

The Headteacher and SENCo meet with TAs on an informal basis and at least once a term formally.

A record of in-service training is held.

In addition, the SENCo will circulate details of courses relating to Special Education Needs and those offered through outreach agencies such as Linden Bridge.

### **External Agencies and Organisations**

The SENCo works closely with a number of outside organisations that provide support and advice relating to specific special needs. The school can approach one or more of these organisations and request that they assess a child's specific needs or to provide training to staff relating to specific issues. At the beginning of each academic year, a multi-professional team meeting is held with the school and representatives from the outside agencies involved with children at Tatsfield School. This enables all relevant people to gain a shared perspective of all of the children with SEND and for them to work together to plan a programme of holistic support.

Parent's permission will always be sought before an agency is invited in to work with a child. Surrey's specialist teachers sometimes offer a chance for parents to meet with them and review targets in school. Speech and Language therapists often offer modelling sessions for parents. The SENCo will co-ordinate these meetings.

Referrals to some health professionals, in some authorities, have to be initiated by parents through their GP. Where this is the case parents will be advised to contact their doctor.

### **Admission Arrangements**

The school provides for children with a wide range of special educational needs and disabilities. Places for all children, with or without SEND, are allocated in line with the whole school admissions policy.

### **Transitions**

Where possible when entering the school, a meeting is held with the current provision, frequently a pre-school, for children who have additional needs. When moving between classes a transition meeting will take place between the current teacher and the new teacher. There will be opportunities for children with SEND to visit the new class and meet key staff.

The SENCo and Year 6 teacher liaise with all secondary schools to which our Year 6 children with special educational needs move on. This is to inform the school about the children's strengths and areas for concern and to discuss useful strategies that have been employed to help the children. All records are passed on to the secondary schools. The SENCo liaises with schools that children come from or when they leave when not transitioning in Year R or 6. If necessary, the SENCo will meet with new schools to ensure that they are able to support the child in the best way.

### **Parents rights to view SEND records**

As with all files held at school, parents have the right to ask to view information held, relating to their child. This request must be put in writing; there may be a cost implication.

### **Resolving disagreements between parents and school / LA**

An atmosphere of open communication will help reduce the number of misunderstandings and disagreements. However, should the parents be unhappy about any aspect of their child's SEND provision then they should initially discuss their concerns with the class teacher and SENCo. If this does not resolve the problem parents should contact the Headteacher. If the parents are still dissatisfied they should contact the chair of Governors as specified in the Policy for Responding to Parental Concerns.

Our SENCo is Mrs Ellie Pascal, who works closely with the Headteacher Mrs Rachel Jewitt, both of whom can be contacted via the school office.

The LA can provide disagreement resolution services and can be contacted by the parents or the school should a problem arise that cannot be resolved within school. The service can also be used for disagreements between the LA and the parents. This is in addition to the parents' rights of appeal if the child has been turned down for an EHCP.

Key principles when working with parents towards effective communication are:

- Positive attitudes to parents, user-friendly information and procedures
- Acknowledging and drawing on parental knowledge and expertise in relation to their child
- Focussing on the child's strengths as well as areas of additional needs
- Recognising the personal and emotional investment of parents and be aware of their feelings

- Ensuring that parents understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed well before meetings
- Respecting the validity of differing perspectives and seek constructive ways of reconciling different view points
- Respecting the differing needs parents themselves may have, such as communication and linguistic barriers
- Recognising the need for flexibility in the timing and structure of meetings.

Please note that disputes relating to appeals for EHCP assessments may be referred to The Disability and Special Needs Tribunal Advice and information can be found on Surrey's website in respect of appeals.

There is a Special Educational Needs and Disability Information and Advice Support Service available to parents in Surrey. They have the expertise to help with appeals.

### **Surrey Special Educational Needs and Disability Information and Advice Support Service**

3 Consort House

5-7 Queensway

Redhill

Surrey

RH1 1BY

Tel: 01737 737300

Website: <https://sendadvice.surrey.org.uk/>

### **Special Educational Needs and Disability Tribunal**

First-tier Tribunal (Special Educational Needs and Disability)

1st Floor, Darlington Magistrates Court

Parkgate

Darlington

DL1 1RU

United Kingdom

Email

[send@justice.gov.uk](mailto:send@justice.gov.uk)

Telephone

01325 289 350

**Criteria for assessment/monitoring of SEND Policy**

The SEND Governor visits the school to monitor progress and provides feedback to the Governing body.

The success of the SEND Policy will be reflected in the following:

- That everyone knows about the policy and is using it
- That parents are fully informed and as far as possible involved in supporting their child
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- That provision is matched to the child's needs
- The results and analysis of SATs and teacher assessment
- The number of children whose needs are perceived to have been met and who move down or off the profiling system
- That there are close links with the Inclusion Services and other external support agencies
- The Headteacher and the Governors may monitor the success of the SEND Policy with staff and parents/carers through questionnaires, regular Governor's meetings and through the complaints procedure
- The outcomes and review of the SEND policy will inform the targets set and outlined in the SEND Action Plan

In line with the SEND Code of Practice January 2015, this policy is to be reviewed annually.