



PYRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Approved	September 2026
Reviewed	Annual
Next Review Date	September 2027
Leader responsible for policy and practice	Senco

Statutory framework and related documents:

Key legislation and statutory guidance

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Equality Act 2010
- Supporting pupils at school with medical conditions
- Teachers' Standards

Related school documents

- SEN Information Report
- Accessibility Plan
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

1. Our Approach to Inclusion and SEND

1.1 Inclusion Statement:

At Pyrford C of E Primary School, we are committed to creating an inclusive environment in which every child is valued, feels that they belong and is supported to participate fully in school life.

Every teacher is a teacher of every pupil. We recognise that children have different strengths and needs and that these may change over time. Through high-quality, adaptive teaching, we seek to identify and remove barriers to learning and participation so that all pupils can access a broad and balanced curriculum, develop independence and make the best possible progress.

We recognise that some children will require provision that is additional to or different from that ordinarily available. We are committed to identifying these needs early and working in partnership with children, families and relevant professionals to provide appropriate support.

We have high expectations for all pupils, including those with SEND, while recognising that success and progress may look different for different children.

1.2 Definition of SEND

A child or young person has **special educational needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to or different from that made generally for other children of the same age.

The term **SEND (Special Educational Needs and Disabilities)** recognises that some children with SEN may also have a disability. A child may be disabled under the Equality Act 2010 without having SEN, and equally, a child may have SEN without being disabled.

1.3 Aims

At Pyrford C of E Primary School, we aim to:

- identify pupils' special educational needs as early as possible and ensure that appropriate support is put in place;
- provide high-quality, inclusive and adaptive teaching that enables pupils with SEND to access a broad and balanced curriculum;

- support pupils with SEND to participate in school life in ways that are meaningful, appropriate and responsive to their individual strengths and needs;
- maintain high expectations for all pupils, recognising individual starting points, strengths and needs;
- use a graduated approach to identify needs, plan appropriate provision and regularly review its impact;
- work in partnership with parents and carers, recognising their knowledge and understanding of their child;
- ensure that pupils' views are heard and that they are involved, wherever appropriate, in decisions about their support;
- work effectively with external professionals and agencies where additional expertise is required;
- support pupils to develop confidence, independence and the skills they need for their next stage of education and beyond.

2. Roles and Responsibilities

The Governing Body / SEND Governor

- provides appropriate challenge and support to school leaders regarding SEND;
- monitors the effectiveness of SEND provision and the use of resources;
- ensures that SEND remains appropriately represented within governing body discussions;
- works with the Headteacher and SENCO to support the strategic development of SEND provision.

The Headteacher

- has overall responsibility for the provision and progress of pupils with SEND;
- works with the SENCO and governing body to determine the strategic development of SEND provision;
- ensures that appropriate resources, staffing and training are available to support inclusive practice;
- ensures that the school meets its statutory responsibilities towards pupils with SEND.

The SENCO

- leads the strategic development of SEND provision across the school;
- oversees the day-to-day implementation of the SEND Policy;
- coordinates provision for pupils with SEND and monitors its effectiveness;
- supports and advises teachers and other staff in identifying and meeting pupils' needs;
- oversees the graduated approach and the school's SEND Register;
- works in partnership with pupils, parents and carers;
- liaises with external professionals, specialist services and the Local Authority;
- coordinates processes relating to Education, Health and Care needs assessments and EHCPs;
- supports staff training and the development of inclusive practice across the school;
- works with the Headteacher and SEND Governor to monitor and evaluate SEND provision.

Class teachers

- are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND;
- provide high-quality, adaptive teaching which responds to pupils' individual strengths and needs;
- identify and respond to emerging needs and raise concerns where appropriate;
- implement agreed provision, strategies and reasonable adjustments;
- work closely with teaching assistants and other adults supporting pupils;
- monitor and review the impact of support through the graduated approach;
- maintain and contribute to relevant SEND documentation;
- work in partnership with pupils, parents/carers and the SENCO.

Teaching assistants and other support staff

- work under the direction of the class teacher and/or SENCO to implement agreed provision and support;
- promote pupils' participation, independence and progress;
- contribute observations and information to the assessment and review of pupils' needs;
- follow agreed strategies, plans and reasonable adjustments;
- communicate effectively with teachers and other relevant staff about pupils' progress and needs.

The Wider Inclusion Team

The Inclusion Team brings together key leaders with responsibility for inclusion across the school. The team comprises the Headteacher, SENCO, Assistant Headteacher and Home School Link Worker. Areas of responsibility across the team include SEND, EAL, Pupil Premium, looked-after children, medical needs, attendance, safeguarding and family support.

The Inclusion Team:

- works collaboratively to identify and respond to barriers to learning, participation, attendance and wellbeing;
- considers the needs of the whole child, recognising that a pupil's needs may span different areas of inclusion;
- supports the early identification of emerging needs and coordinates appropriate support where required;
- works with staff, pupils, families and external professionals to develop a shared understanding of need;
- helps to ensure that support across different areas of inclusion is coordinated effectively;
- monitors the needs of individual pupils and groups who may be vulnerable or at risk of disadvantage;
- contributes to the development, monitoring and evaluation of inclusive practice across the school.

3. Identifying Special Educational Needs

3.1 The four broad areas of need

The SEND Code of Practice identifies four broad areas of special educational need. These areas help schools to understand and plan for pupils' needs. A pupil may have needs across more than one area, and their needs may change over time.

Communication and Interaction

Pupils with communication and interaction needs may experience differences or difficulties in understanding and using language, communicating with others and navigating social interaction. This may include pupils with speech, language and communication needs (SLCN) and autistic pupils.

Cognition and Learning

Pupils with cognition and learning needs may experience difficulties with learning, processing, retaining or applying information and skills. This may include specific learning difficulties, such as dyslexia or dyscalculia, as well as broader learning difficulties. Pupils may require additional or different approaches to enable them to access learning and make progress.

Social, Emotional and Mental Health

Pupils with social, emotional and mental health (SEMH) needs may experience difficulties with emotional regulation, relationships, engagement or managing the demands of school life. These needs may present in different ways, including through changes in behaviour, anxiety, withdrawal or difficulties with attention and self-regulation.

We recognise that behaviour can be a form of communication and seek to understand the underlying needs and factors that may be contributing to a pupil's presentation.

Sensory and/or Physical Needs

Pupils with sensory and/or physical needs may have a disability or sensory or physical difference which affects their access to learning or participation in school life. This may include visual or hearing impairment, physical disability or sensory processing differences. Pupils may require adaptations, specialist equipment or additional support to enable appropriate access and participation.

3.2 Identifying Special Educational Needs

At Pyrford C of E Primary School, we recognise the importance of identifying emerging needs as early as possible. Identification is an ongoing process and draws on a range of information rather than any single assessment, observation or measure.

A pupil's needs may be identified through:

- ongoing teacher assessment and observation;
- their progress and attainment over time, including standardised assessments where appropriate;
- their response to high-quality, adaptive teaching and ordinarily available provision;
- information from previous settings or teachers;
- discussions with the pupil and their parents or carers;

- observations or assessments carried out by the SENCO or other members of the Inclusion Team;
- information or advice from external professionals;
- patterns in engagement, attendance, wellbeing or behaviour which may indicate an underlying need.

Where concerns arise, we seek to develop a clear understanding of the pupil's strengths, needs and any barriers to learning or participation. This may involve gathering further information, observing the pupil in different contexts and reviewing the support already in place.

We recognise that progress and development vary between individuals. A pupil will not be identified as having SEN on the basis of a single assessment result or because they are working below age-related expectations alone. Equally, attainment within or above age-related expectations does not necessarily mean that a pupil does not have SEN.

3.3 Considering the Whole Child

When identifying and understanding a pupil's needs, we consider the whole child and the range of factors that may be affecting their learning, development, wellbeing or participation in school life.

These factors may include:

- attendance and punctuality;
- English as an additional language (EAL);
- physical or medical needs;
- emotional wellbeing;
- family or social circumstances;
- changes or significant events in a pupil's life;
- gaps in learning or previous educational experiences;
- disadvantage or other barriers to learning.

These factors do not, in themselves, mean that a pupil has SEN. However, they may affect a pupil's progress or presentation and may also exist alongside special educational needs.

Through discussion with the pupil, their family, staff and, where appropriate, other professionals, we seek to understand the factors contributing to a pupil's needs so that support is appropriate and responsive to the individual child.

4. The Graduated Approach

At Pyrford C of E Primary School, **high-quality, adaptive teaching is the starting point for all pupils.** Teachers respond to pupils' strengths and needs and make appropriate adaptations to support access, participation and progress.

Where a pupil requires further support, we use a graduated approach to develop our understanding of their needs, put appropriate provision in place and review its impact. Support is matched to the individual pupil and may change over time as their needs develop.

4.1 Recording SEND Provision

We use the following categories to help us record and monitor the provision in place for pupils with identified or emerging special educational needs:

- **O – Ordinarily Available Provision:** the pupil requires specific adjustments, strategies or support beyond everyday adaptive teaching, but their needs can be met through provision ordinarily available within the school. Pupils recorded as O will have a **One-Page Profile (1PP)** which outlines their strengths, needs and the strategies that support them.
- **K – SEN Support:** the pupil requires special educational provision that is additional to or different from that ordinarily available for pupils of the same age. Pupils receiving SEN Support will have a **One-Page Profile (1PP)** and an **Individual Support Record (ISR)** which identifies specific outcomes, provision and progress.
- **E – Education, Health and Care Plan (EHCP):** the pupil has a statutory **Education, Health and Care Plan (EHCP)** which sets out their needs, outcomes and the special educational provision required to meet those needs. Pupils with an EHCP will also have a **One-Page Profile (1PP)** and **Individual Support Record (ISR)** to support the day-to-day implementation and review of provision.

These categories reflect the provision required to meet a pupil's needs at a particular time and should not be viewed as a sequence through which pupils are expected to progress.

4.2 Ordinarily Available Provision

Where a pupil requires support beyond everyday adaptive teaching, appropriate strategies, adjustments or interventions may be put in place through the school's Ordinarily Available Provision.

This support will be informed by the pupil's strengths and needs and may include adaptations to teaching, resources or the learning environment, targeted intervention or additional adult support.

The impact of this provision will be monitored and reviewed. Where it is effective in meeting the pupil's needs, it may continue for as long as it remains appropriate. Where concerns remain, or the pupil requires provision that is additional to or different from that ordinarily available, SEN Support will be considered.

4.3 SEN Support

Where a pupil requires special educational provision that is additional to or different from that ordinarily available, they will be identified as requiring SEN Support.

Decisions about SEN Support will be based on a developing understanding of the pupil's strengths, needs, barriers to learning and response to support. A diagnosis, assessment result or level of attainment will not, on its own, determine whether a pupil requires SEN Support.

Parents and carers will be kept informed and involved in discussions about their child's needs and provision, with opportunities to share their views and information. The pupil's views will also be sought and taken into account in a way that is appropriate to them.

SEN Support is delivered through a continuous cycle of **Assess, Plan, Do and Review**.

4.4 Assess, Plan, Do, Review

Assess

The class teacher, working with the SENCO where appropriate, will develop a clear understanding of the pupil's strengths, needs and barriers to learning or participation. This will draw on a range of information, including assessment and observation, the pupil's views, information from parents or carers, the impact of provision already in place and, where relevant, advice from other professionals.

Plan

Appropriate outcomes, provision and adjustments will be identified, including how progress will be reviewed. The views and information shared by the pupil and their parents or carers will help to inform this planning.

Do

The class teacher remains responsible for the pupil's progress and for ensuring that agreed provision is implemented. Where interventions or additional support are delivered by another member of staff, the class teacher will work closely with them to ensure that support is coordinated with classroom teaching.

Review

The impact of provision will be reviewed regularly against the agreed outcomes. This will take account of the pupil's progress and the views of the pupil, their parents or carers and relevant staff.

Following review, provision may be continued, adapted, increased or reduced according to the pupil's needs. The Assess, Plan, Do, Review cycle will continue for as long as SEN Support is required.

4.5 Recording and Reviewing Provision

One-Page Profiles and Individual Support Records are working documents which are reviewed and updated regularly to reflect pupils' current strengths, needs, provision and progress.

These documents will take account of relevant information and views from the pupil, parents or carers and staff, as appropriate.

4.6 Specialist Support

Where further assessment, advice or expertise is required, the school may seek support from appropriate external professionals or specialist services.

Specialist involvement may support the school to develop its understanding of a pupil's needs, identify appropriate strategies or provision, or evaluate the effectiveness of support already in place.

The school will work in partnership with parents and carers and will keep them informed about specialist involvement and recommendations. Where a particular service or referral requires parental consent, this will be sought in accordance with the requirements of that service.

For a small number of pupils, their needs may require provision beyond that which can reasonably be provided through SEN Support. Where appropriate, an Education, Health and Care needs assessment (EHCNA) may be considered.

5. Working in Partnership with Pupils and Parents/Carers

At Pyrford C of E Primary School, we recognise that pupils and their parents or carers have important knowledge and understanding of their strengths, needs and experiences. We aim to work collaboratively with families so that there is a shared understanding of a pupil's needs and the support in place.

Parents and carers will be kept informed about their child's special educational needs, progress and provision through the SEND paperwork shared with them each term.

The **class teacher is the first point of contact** for parents and carers regarding their child's SEND provision. Class teachers know the pupils they teach and are responsible for setting and reviewing individual outcomes and maintaining relevant SEND documentation. Parents and carers are encouraged to contact the class teacher if they have any questions, concerns or information they would like to share.

5.1 Meetings and Reviews

For pupils receiving **SEN Support**, parents and carers will have opportunities to meet with school at least three times each year to discuss their child's progress, outcomes and provision.

In the **autumn and spring terms**, these discussions will normally take place as part of the school's usual parent consultation meetings. An **additional SEND review meeting will be offered in the summer term**.

Where parents or carers have concerns or feel that a discussion is needed sooner, they are encouraged to contact the class teacher rather than waiting until the next scheduled meeting. The SENCO may become involved where further advice or support is required.

5.2 Pupil Voice

Pupils will be supported to contribute their views and be involved in decisions about their support in ways that are appropriate and accessible to them. Their views may be gathered through discussion, observation, pupil voice activities or other approaches suited to the individual pupil.

The school will take account of the views of pupils and their parents or carers when making decisions about SEND provision, alongside professional judgement and the school's responsibility to ensure that pupils' needs are appropriately supported.

6. Education, Health and Care Needs Assessments and Plans

6.1 Education, Health and Care Needs Assessments

For a small number of pupils, despite appropriate support through the graduated approach, their needs may require a level of provision beyond that which can reasonably be provided through SEN Support.

Where this is the case, the school may consider requesting an Education, Health and Care needs assessment (EHCNA) from the Local Authority. In considering whether a request is appropriate, the school will draw on evidence gathered through the graduated approach, including the pupil's needs, progress, provision already in place and its impact, as well as the views of the pupil, parents or carers and relevant professionals.

Parents and carers also have the right to request an EHC needs assessment directly from the Local Authority.

6.2 Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with the pupil, their parents or carers, the Local Authority and relevant professionals to support the outcomes and provision set out within the plan.

The class teacher remains responsible for the pupil's learning and progress, with support from the SENCO and other staff and professionals as appropriate.

6.3 Annual Reviews

EHCPs will be reviewed in accordance with statutory requirements. The school will arrange and contribute to the annual review process, bringing together information about the pupil's progress, needs, outcomes and provision.

The pupil and their parents or carers will be supported to contribute their views to the review. Relevant professionals will also be invited to contribute where appropriate.

The review will consider whether the EHCP continues to accurately reflect the pupil's needs, whether the outcomes and provision remain appropriate, and any changes that may be required.

7. Supporting Inclusion Across School Life

We aim to ensure that pupils with SEND are able to access and participate in school life in ways that are appropriate to their individual strengths and needs. We will seek to identify and remove barriers to participation and make reasonable adjustments where required.

7.1 Curriculum and Wider School Life

Pupils with SEND are supported to access a broad and balanced curriculum through high-quality adaptive teaching and appropriate provision.

We aim to support pupils with SEND to participate in the wider life of the school, including educational visits, residential visits, clubs and other activities. Where a pupil may experience barriers to participation, their individual needs will be considered and reasonable adjustments made where appropriate.

7.2 Disability, Accessibility and Medical Needs

The school has duties under the Equality Act 2010 to make reasonable adjustments for disabled pupils and to support their access to education and school life.

Some pupils may have medical or physical needs alongside, or independently of, special educational needs. Appropriate support and adjustments will be considered according to the individual pupil's needs and in accordance with the school's Accessibility Plan and Supporting Pupils with Medical Conditions Policy.

7.3 Transition

We recognise that transitions can require additional planning for some pupils with SEND. This may include transitions between year groups, changes of staff or provision, joining or leaving the school and transfer to secondary or specialist provision.

Where appropriate, additional transition arrangements will be planned according to the individual pupil's needs and may involve the pupil, parents or carers, relevant school staff, receiving or previous settings and external professionals.

8. Monitoring the Effectiveness of SEND Provision

The school regularly monitors the effectiveness of provision for pupils with SEND to ensure that support remains appropriate and responsive to individual needs.

This may include consideration of:

- pupils' progress towards identified outcomes;
- progress and attainment over time;
- the impact of interventions, strategies and reasonable adjustments;
- pupils' engagement, participation and independence;
- observations and feedback from staff;

- the views of pupils and their parents or carers;
- advice and information from relevant professionals, where appropriate.

Where provision is not having the intended impact, or a pupil's needs have changed, support will be reviewed and adjusted as appropriate.

The SENCO, alongside school leaders, will also monitor SEND provision across the school to identify strengths, areas for development and priorities for improving inclusive practice.

9. Staff Training and Development

The school is committed to developing staff knowledge, confidence and skills in supporting pupils with SEND and promoting inclusive practice.

Training and professional development will be informed by the needs of pupils, staff and the school. This may include whole-school training, guidance and support from the SENCO and Inclusion Team, and input from external professionals or specialist services where appropriate.

Where a pupil has specific or complex needs, relevant staff may receive additional guidance or training to support them effectively.

The SENCO will support staff to develop their understanding of SEND and inclusive practice and will contribute to identifying priorities for professional development across the school.

10. Information, Records and Confidentiality

Information relating to pupils with SEND will be recorded, stored and managed securely in accordance with the school's data protection and safeguarding procedures.

SEND information may be accessible to authorised school staff to support a shared understanding of pupils' needs and ensure appropriate support across the school. Staff are expected to access and use this information only for legitimate professional purposes and to maintain confidentiality at all times.

Where information is shared with external professionals, this will be done appropriately and in accordance with relevant data protection requirements.

When a pupil transfers to another school or setting, relevant SEND information will be shared securely to support continuity of provision and transition.

11. Concerns and Complaints

Parents and carers are encouraged to raise any concerns about their child's SEND provision with the class teacher in the first instance. Where further discussion or support is required, the SENCO may become involved.

Where a concern remains unresolved, parents and carers may raise this with the Headteacher.

If concerns cannot be resolved through discussion with the school, parents and carers may use the school's Complaints Policy and Procedure.

12. Policy Review

This policy will be reviewed regularly to ensure that it continues to reflect current legislation and guidance and the school's approach to supporting pupils with SEND.

It will also be reviewed sooner where there are significant changes to statutory requirements or school practice.

13. Further Information and Support

Further information about the school's approach to supporting pupils with SEND can be found in the school's **SEN Information Report**, available on the school website.

Parents and carers can also access independent information, advice and support through:

- **Surrey Local Offer** – information about services and support available for children and young people with SEND in Surrey.
- **Surrey SEND Information, Advice and Support Service (SENDIASS)** – free, impartial and confidential information, advice and support for children and young people with SEND and their parents or carers.

Further information about SEND and the support available can also be provided by the school on request.