



PYRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

SEN INFORMATION REPORT

This SEN Information Report is reviewed at least annually and updated when there are significant changes to the school's SEND provision or arrangements.

Approved	September 2026
Reviewed	Annual
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Leader responsible for policy and practice	SENCO

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Section 1. How do we identify children who may have SEND?

At Pyrford C of E Primary School, we aim to identify children's needs as early as possible. Teachers know the children in their classes well and continually monitor their learning, progress, participation and wellbeing.

A concern may arise through:

- teacher assessment and observation;
- a child's progress or attainment over time;
- a child's response to teaching, support or adjustments already in place;
- changes or patterns in behaviour, engagement, attendance or wellbeing;
- information from a previous school or setting;
- concerns or information shared by the child or their parents or carers;
- observations or assessments by the SENCO or Inclusion Team;
- information or advice from other professionals.

We recognise that children develop and make progress at different rates. Working below age-related expectations does not necessarily mean that a child has SEND, and children who are working at or above age-related expectations may still have special educational needs.

Where there are concerns, we will gather information to help us understand the child's strengths, needs and any barriers they may be experiencing. This may include further assessment, observation in different situations, discussion with the child and their family, and reviewing the support already in place.

We also consider the whole child. Factors such as attendance, English as an additional language, medical needs, emotional wellbeing, family circumstances or gaps in previous learning may affect a child's progress or presentation. These do not, in themselves, mean that a child has SEND, but they are important in helping us understand what support a child may need.

What should I do if I am concerned about my child?

If you have concerns about your child's learning, development or wellbeing, the **class teacher should usually be your first point of contact**. They will be able to discuss how your child is getting on, what is being seen in school and any support or adjustments already in place.

The class teacher may seek advice or support from the SENCO where this would be helpful. We value information from parents and carers and encourage you to share anything that may help us to develop a fuller understanding of your child's strengths and needs.

Section 2: What support is available for children with SEND?

At Pyrford C of E Primary School, we aim to meet children's needs within an inclusive mainstream environment. Support is based on the individual child and may change over time as their strengths and needs develop.

High-quality, adaptive teaching is the starting point for all pupils. Teachers make appropriate adjustments to teaching, resources and the learning environment to help children access learning and participate successfully.

Some children may need more specific support. At Pyrford, we use the following categories to help us record and organise SEND provision:

O – Ordinarily Available Provision

Some children need specific strategies, adjustments or support beyond everyday adaptive teaching, but their needs can still be met through provision ordinarily available within school. Children recorded at this level will have a **One-Page Profile (1PP)** which summarises important information about their strengths, needs and the strategies that help them.

K – SEN Support

Where a child requires special educational provision that is **additional to or different from** that ordinarily available to pupils of the same age, they will be identified as requiring SEN Support. Children at this level will have a **One-Page Profile (1PP)** and an **Individual Support Record (ISR)** which identifies their outcomes, provision and progress.

E – Education, Health and Care Plan (EHCP)

A small number of children may have an EHCP where their needs require statutory provision. Their EHCP sets out their needs, outcomes and the provision required to support them. At Pyrford, children with an EHCP will also have a **One-Page Profile (1PP)** and an **Individual Support Record (ISR)** to support the day-to-day implementation and review of their provision.

These categories are not a ladder that every child is expected to move through. They reflect the provision a child needs at a particular time.

Depending on individual need, support may include:

- adaptations to teaching, tasks, resources or the learning environment;
- visual supports, prompts, checklists or other tools to support understanding and independence;
- targeted individual or small-group support with areas such as reading, writing or maths;
- support to develop speech, language and communication skills;
- support with social interaction, emotional regulation or wellbeing;
- additional adult support at particular times or for particular activities;
- adjustments or support during less structured parts of the school day, where needed;
- specialist equipment or adaptations for sensory or physical needs;
- support with physical or personal care, where required;
- advice, assessment or support from specialist professionals.

Support is planned according to the individual child rather than their diagnosis or SEND category alone. We regularly review provision to consider whether it is helping the child to make progress, participate and develop greater independence.

Section 3: How do we decide what support a child needs?

The support a child receives is based on their individual strengths, needs and barriers to learning. We do not use a diagnosis, assessment result or level of attainment on its own to determine the support a child needs.

Teachers are responsible for identifying and responding to the needs of pupils in their class, with advice and support from the SENCO and Inclusion Team where appropriate. We also take account of information and views shared by the child, their parents or carers and, where relevant, other professionals.

For children receiving SEN Support, we use a graduated approach through a continuous cycle of **Assess, Plan, Do and Review**:

Assess

We gather information to develop a clear understanding of the child's strengths and needs. This may include teacher assessment and observation, the child's views, information from parents or carers, the child's response to support already in place and advice from other professionals.

Plan

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

Do

The class teacher remains responsible for the child's learning and progress. They work with other staff to ensure that agreed strategies, adjustments and any additional support are put into place and connected to the child's everyday classroom learning.

Review

We consider the progress the child has made and the impact of the support provided. Provision may then continue, be adapted, increased or reduced according to the child's needs.

Support is not determined simply by a particular label or category of need. Two children with similar needs or the same diagnosis may require different approaches. Our aim is to provide support that is appropriate, proportionate and responsive to the individual child.

For children who are looked after by the local authority and have SEND, we work with the child's social worker, Virtual School and other relevant professionals to ensure that SEND provision and wider planning are coordinated.

Section 4: How do we know whether support is working?

We regularly review the progress of children with SEND and the impact of the support they receive. We want to know not only whether a child is making academic progress, but also whether the support is helping them to participate, develop confidence and independence, and make progress in areas that are important to their individual needs.

We use a range of information to help us understand whether support is effective. This may include:

- progress towards individual outcomes or targets;

- teacher assessment and observation;
- progress and attainment information, including standardised assessments where appropriate;
- the impact of particular strategies, adjustments or interventions;
- the child's engagement, participation and increasing independence;
- the views of the child;
- information and views shared by parents or carers;
- feedback from staff working with the child; and
- advice or assessment from other professionals, where relevant.

For children receiving SEN Support, outcomes and provision are recorded on their **Individual Support Record (ISR)** and reviewed regularly as part of the Assess, Plan, Do and Review cycle.

Reviewing support helps us decide what should happen next. Where provision is working well, it may continue. Where a child's needs have changed or support is not having the intended impact, provision may be adapted, increased or reduced.

Progress will look different for different children. For some, this may be reflected in academic attainment; for others, important progress may be seen in areas such as communication, independence, emotional regulation, engagement or social interaction.

Section 5: How will parents and carers be involved?

Parents and carers know their children well and have an important role in helping us to understand their strengths, needs and experiences. We aim to work in partnership with families and to keep them informed about their child's progress and support.

The **class teacher is usually the first point of contact** for discussions about a child's learning, progress and SEND provision. They are responsible for overseeing the child's day-to-day support and for maintaining their SEND documentation.

The SENCO helps to coordinate the school's response to SEND and may become involved where further assessment, support or coordination is needed.

Where specialist expertise is required, the school may seek advice or assessment from relevant professionals.

Parents and carers will have opportunities to share information and views about their child and to discuss their progress and provision. This may take place through:

- parent consultation meetings in the autumn and spring terms;
- an additional SEND review meeting offered during the summer term for children receiving SEN Support;
- other meetings or conversations where there is a need to discuss a child's provision sooner;
- meetings involving the SENCO or other professionals, where appropriate; and
- SEND paperwork shared with families each term.

All children recorded as having identified or emerging SEND have a **One-Page Profile (1PP)**. Children receiving SEN Support or with an Education, Health and Care Plan (EHCP) also have an **Individual**

Support Record (ISR). These documents are reviewed and updated regularly by school staff to reflect the child's current strengths, needs, outcomes, provision and progress.

Parents and carers are encouraged to read the information shared with them and to contact the class teacher if they have questions, concerns or information that may help us to understand or support their child.

We recognise that communication may need to look different for different children and families. Where more regular communication is helpful, appropriate arrangements can be agreed with school staff.

Section 6: How are pupils involved in decisions about their support?

We believe that children should have opportunities to share their views about their learning and the support they receive, where they are able to do so. The way we involve pupils will reflect their age, development, understanding and communication needs.

Pupil voice might include:

- conversations with the child;
- contributing to their One-Page Profile;
- talking about what helps them to learn or participate;
- reflecting on their progress or individual outcomes;
- using visual or other accessible ways to communicate their views; or
- observing the child's responses, preferences and engagement where they are not able to express their views directly.

Children receiving SEN Support or with an Education, Health and Care Plan (EHCP) will be supported to contribute to discussions about their support and outcomes in a way that is meaningful and accessible to them.

For children with an EHCP, their views will also be sought as part of the Annual Review process, taking account of their individual needs and ability to contribute.

Children's views are considered alongside information from parents or carers, school staff and relevant professionals to help us build a fuller understanding of their strengths and needs.

Section 7: How do we support children in the classroom and curriculum?

High-quality, adaptive teaching is the starting point for supporting all children at Pyrford. Class teachers are responsible for the learning and progress of every child in their class, including those with SEND.

Teachers seek to understand the individual strengths and needs of their pupils and adapt their teaching to remove barriers to learning and participation. Depending on the child, this might include:

- adapting how learning is explained, presented or broken down;
- providing additional modelling, repetition or opportunities to practise;
- using visual supports, prompts or practical resources;
- adapting tasks or the way a child records their learning;
- allowing additional processing time;
- making adjustments to the classroom or learning environment;
- providing opportunities for movement or regulation;
- using additional adult support to promote access and independence; and
- using specialist resources or equipment where these are needed.

Children with SEND continue to have access to a broad and balanced curriculum. We have high expectations for all pupils while recognising that children may need different approaches, adjustments or levels of support to enable them to participate and make progress.

Where a child requires support beyond everyday adaptive teaching, additional strategies, adjustments or targeted support may be put in place. Wherever possible, this support is connected to classroom learning and is planned to help children develop their skills and independence.

The SENCO helps to coordinate SEND provision across the school and may support staff to identify when further assessment or specialist expertise is needed. Where a child's needs require specialist knowledge or expertise, advice may be sought from relevant professionals and used to inform their provision.

Further information about how we support accessibility for disabled pupils can be found in our Accessibility Plan and Accessibility Policy.

Section 8. What specialist support and expertise can we access?

Where a child's needs require specialist knowledge or expertise beyond that available within school, we will seek advice or support from relevant professionals and external services, in line with the referral routes available to us.

Access to external services varies. It will depend on the individual child's needs and whether they meet the referral criteria for the relevant service. Some services are available to schools for advice and support, while others are accessed through particular referral or statutory processes.

Examples of specialist and wider support that we may draw on include:

- **Specialist Teachers for Inclusive Practice (STIPs);**
- specialist outreach services, including **Freemantles Outreach;**
- **Speech and Language Therapy (SALT)** – support is available in line with the service's referral criteria and current offer to schools;
- **Educational Psychology (EP)** – core involvement includes statutory EHC needs assessments, with additional EP support available through Surrey's targeted and enhanced offers;
- **Physical and Sensory Support (PSS);**
- **Occupational Therapy (OT)** advice and resources available to schools;
- mental health and emotional wellbeing services, including **Mindworks and Mental Health Support Teams (MHSTs);**
- **Family Support;** and
- other education, health, family or specialist services relevant to a child's needs.

The type of involvement will vary depending on the service and the individual child. It may include advice or consultation with school staff, observation or assessment, recommendations for strategies or provision, resources or training for staff, or direct work with a child.

Where a child does not meet the criteria for involvement from a particular specialist service, we will continue to use the information, skills and resources available within school to understand and respond to their needs. Where advice or recommendations are provided by an external professional, these will be used to inform the support provided in school.

The SENCO helps to coordinate the school's response to SEND and, where further expertise is needed, may seek or coordinate involvement from relevant services. Specialist assessment and advice remain the responsibility of appropriately qualified professionals.

We work with parents and carers when seeking external involvement and keep them informed about advice received and how this may inform their child's support. Where a particular referral, assessment or service requires parental consent, this will be sought before proceeding.

Section 9. How do we support children's wellbeing and inclusion in wider school life?

We want all children to feel safe, valued and included in school life. We recognise that some children with SEND may need additional support to participate fully in the school day and to develop their emotional wellbeing, confidence, independence and relationships with others.

Support will be based on the individual child and may include:

- adjustments to routines, activities or the school environment;
- support with emotional regulation, social interaction or communication;
- additional structure or adult support during less structured times, such as break and lunchtime;
- access to quieter or lower-stimulation spaces when needed;
- support to develop independence and self-advocacy;
- reasonable adjustments to enable participation in clubs, trips, residential visits, performances and other wider school activities; and
- individual planning for medical, physical, sensory or personal care needs.

We aim for children with SEND to take part in the same opportunities as their peers wherever possible. Where a child needs additional support or adjustments to participate safely and successfully, these will be considered according to their individual needs.

We also recognise that behaviour can be a form of communication. Where a child is experiencing difficulties with regulation or behaviour, we seek to understand the needs and possible triggers underlying this and identify appropriate support and reasonable adjustments.

We work with children, families and relevant professionals where needed to support wellbeing and inclusion across the school day.

Section 10. How do we support transition?

We recognise that changes and transitions can be particularly important for children with SEND. The level of support provided will depend on the individual child and the nature of the transition.

This may include:

- sharing relevant information between teachers and staff;
- opportunities to become familiar with new adults, classrooms or routines;
- additional visits or transition activities;
- visual information, photographs or other resources to help prepare for change;
- discussions with parents and carers about what may help;
- liaison with other settings, schools or relevant professionals; and
- sharing SEND information and relevant documentation with a child's new school or setting.

When a child joins Pyrford, we work with families and previous settings to gather relevant information and understand any support already in place.

When a child moves to another school, including secondary school, we liaise with the receiving setting to share relevant information and support a smooth transition. For children who may need additional preparation, transition planning may begin earlier and involve more individualised support.

For children with an EHCP, transition planning will also form part of the annual review process at the appropriate stage.

Section 11. How are SEND resources used?

The school uses its available resources to support children with SEND according to their individual needs.

Resources may be used to provide:

- targeted adult support and check-ins;
- targeted individual or small-group support;
- specialist resources, equipment or adaptations;
- staff training and development;
- assessment materials and resources; and
- additional provision to support access, participation, learning, independence or wellbeing.

Decisions about how resources are used are based on the needs of children across the school and the provision required to support them. Support is not allocated solely on the basis of a diagnosis or SEND category.

Where a child has an EHCP, the school will use the resources available to it to deliver the provision specified in the plan.

Section 12. What if my child may need an Education, Health and Care Plan (EHCP)?

Most children with SEND will have their needs met through the support ordinarily available in school. Where a child continues to have significant needs despite appropriate support and reviewed provision over time, an Education, Health and Care (EHC) needs assessment may be appropriate. This may be considered where the nature, level or longer-term provision required to meet the child's needs indicates that statutory assessment and planning may be necessary.

We will work with parents and carers to consider the child's needs, the provision and adjustments already in place, the progress they have made and any relevant professional advice. The support a child is currently receiving, and the extent to which this is enabling them to access school and make progress, will form part of this picture.

A request for an EHC needs assessment can be made to the local authority by the school or by a parent or carer. The local authority considers the information provided and decides whether an assessment is necessary.

An EHC needs assessment does not automatically result in an EHCP. Following the assessment, the local authority will decide whether an EHCP is required and, if so, the provision that should be set out within it.

Where a child has an EHCP, the school will work with the child, their family, the local authority and relevant professionals to deliver the provision set out in the plan and review it through the statutory annual review process.

Section 13. Who can I contact if I have questions or concerns?

If you have concerns about your child's learning, development or wellbeing, your child's **class teacher should usually be your first point of contact**. They know your child's day-to-day learning and support and can discuss how they are getting on, any concerns you have and the strategies or provision currently in place.

Where concerns relate specifically to SEND, or further discussion or coordination is needed, the school's **Special Educational Needs Coordinator (SENCO)** can also become involved.

SENCO: Gemma Newman

Email: g.newman@pyrford.surrey.sch.uk

Telephone: 01932 342693

We encourage parents and carers to raise concerns with us early so that we can work together to understand what may be happening and consider appropriate next steps.

If you remain concerned following discussion with school, further information about the school's complaints procedure is available on the school website.

Further information about SEND services and support available to children, young people and families in Surrey can be found through the Surrey Local Offer.

Parents and carers can also access independent information, advice and support through Surrey SEND Information, Advice and Support Service (SENDIASS).