

POLICY ON MEETING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Core Principle: The guiding principle of our approach is **Putting Students First**.

This policy is written in compliance with current UK legislation and statutory guidance, including:

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014 (Section 49)
- Working Together to Safeguard Children 2018
- Statutory Guidance on Supporting Pupils with Medical Conditions 2015
- The Mental Capacity Act 2005 (where applicable)
- Accessibility Policy

This policy should be read alongside: Admissions Policy, Anti-Bullying Policy, Equality, Diversity and Cohesion Policy, Exam Access Arrangements Policy, Safeguarding and Child Protection Policy, Complaints Policy, and the Accessibility Plan.

This policy is developed by the SEND Coordinator in collaboration with the Headteacher and is reviewed annually, incorporating the views of students with SEND and their parents/carers.

1. INTRODUCTION

This policy aligns with the **SEND Code of Practice (2015)** and sets out a graduated approach based on a **continuum of need and provision**.

A student has **special educational needs and/or disabilities (SEND)** if they:

- Require **special educational provision** beyond standard differentiation.
- Have **significantly greater difficulty** in learning compared to peers.
- Have a **disability** that hinders access to standard educational facilities.

The School's Governing Body adheres to the **Equality Act 2010** and the **SEND Regulations 2014**, ensuring accessibility through ongoing improvements and adjustments.

2. AIMS AND OBJECTIVES

Aims:

The school is committed to **inclusive education**, ensuring all students, including those with SEND, receive high-quality teaching that enables them to achieve their full potential.

- Students with SEND will meet or exceed their expected progress.
- We will make **reasonable adjustments** to remove barriers to learning.
- We will collaborate with students, parents/carers, and external professionals to set **ambitious goals**.
- We will foster independence, confidence, and well-being.
- We will prepare students for adulthood, further education, employment, and independent living.

Objectives:

- Ensure **early identification** of SEND through a **Graduated Response**.
 - Deliver **high-quality teaching** differentiated to meet individual needs.
 - Provide targeted **intervention and support** through a **whole-school approach**.
 - Ensure all staff are trained in **inclusive teaching strategies**.
 - Maintain **regular communication** with parents/carers to promote a collaborative approach.
 - Work with **external agencies** to provide specialist support.
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3. THE SEND SUPPORT TEAM

The **SEND Coordinator (SENDCo)** is responsible for the day-to-day implementation of this policy and leads a team of trained professionals, including:

- **Specialist Teachers**
- **Learning Support Assistants (LSAs)**

- **Exam Access Arrangements Coordinator**
- **Educational Psychologist (where applicable)**
- **External Agencies (Speech & Language Therapy, CAMHS, etc.)**

The SEND team ensures:

- Implementation of **Student Support Plans (SSPs)** and **Education, Health and Care Plans (EHCPs)**.
- Effective **record-keeping** and tracking of student progress.
- Regular **liaison with parents/carers** and external agencies.
- Ongoing **staff training** to ensure inclusive teaching strategies are embedded across the curriculum.

4. IDENTIFICATION, INTERVENTION, AND IMPACT

Identification:

Students are identified through:

- Regular **progress monitoring** and teacher observations.
- **Parent/carers concerns** raised directly with the SENDCo.
- Student self-referral.
- Input from **external professionals**.
- **Screening tools, baseline assessments, and cognitive tests** to assess learning difficulties.

Intervention:

Interventions follow the **Assess-Plan-Do-Review (APDR)** cycle:

- **Assess:** Identify specific needs through observation, assessment, and consultation.
- **Plan:** Develop a personalised **Student Support Plan (SSP)**.
- **Do:** Implement targeted support.
- **Review:** Monitor progress and adjust strategies accordingly.

For students with an **EHCP**, support is reviewed annually with input from **parents/carers, professionals, and students**.

Impact:

Effectiveness of SEND support is measured through:

- Student **academic progress and engagement**.
 - Parent/carer and student **feedback**.
 - External **professional assessments**.
 - EHCP **annual reviews**.
 - **Use of school data tracking systems to evaluate interventions**.
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5. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

The school ensures that students with medical conditions have access to education, including school trips and physical activities. Where necessary, **Individual Healthcare Plans (IHPs)** are implemented in line with the **Statutory Guidance on Supporting Pupils with Medical Conditions (2015)**.

6. INCLUSIVE EDUCATION

All students with SEND:

- Have full access to the **academic curriculum**.
 - Are fully integrated into school life, including **leadership roles and extracurricular activities**.
 - May receive **additional in-class support** or **small-group intervention**.
 - Benefit from **reasonable adjustments**, such as:
 - **Flexible timetables**.
 - **Assistive technology**.
 - **Quiet spaces for sensory breaks**.
 - **Modified resources and differentiated materials**.
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7. ADMISSIONS ARRANGEMENTS

Admissions follow the **School Admissions Code** and the **Equalities Act 2010**.

- Parents/carers of students with an **EHCP** should liaise with their **Local Authority** during the admissions process.
 - The **SENDCo and SLT** welcome visits from prospective students and their families.
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8. WORKING WITH PARENTS/CARERS AND STUDENTS

We value a **collaborative approach** and ensure that parents/carers are informed and involved at all stages.

- Surrey's **Local Offer** provides further information on available SEND services:
[Surrey Local Offer](#)
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9. COMPLAINTS PROCEDURE

We aim to resolve concerns **informally** where possible. However, if a formal complaint is required:

- Parents/carers should follow the **School's Complaints Policy**.
 - Complaints about EHCP provision should be directed to **Surrey County Council's SEND Team**.
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10. MONITORING AND EVALUATION

The effectiveness of this policy is assessed through:

- **Progress tracking** of SEND students.
- **Annual EHCP Reviews**.
- **Parent, student, and staff feedback**.
- **Professional development** of staff.
- **Quality assurance and regular review of intervention strategies**.

This policy is reviewed annually by the **SENDCo** and the **Senior Leadership Team (SLT)**.

Reviewed by:

Billie King, Assistant Head (Inclusion)

Caroline Stuart, Operational SENDCo

Review Date: September 2026