

# THORPE LEA PRIMARY SCHOOL AND NURSERY



*A dedicated community working together, nurturing a safe, happy school where all children can achieve their potential*

## Special Educational Needs and Disabilities Policy

Headteacher: Adam Collin

Special Educational Needs and Disabilities coordinator (SENCo): Silvana Mazzaschi

Link governor SEN: Karla Hanna-Gilson

<b>Agreed</b>	<b>December 2025</b>
<b>Review</b>	<b>December 2026</b>
<b>Statutory</b>	<b>Yes</b>
<b>Annual</b>	<b>Yes</b>

At Thorpe Lea Primary School it is our aim to promote inclusion so that children with special educational needs and disabilities can achieve their full learning potential through access to broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences.

This policy is linked to our SEND Information Report which is also published on our website and is updated annually.

## **1. OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR PUPILS WITH SEN**

The governors are required to have regard for the SEND Code of Practice (January 2015). The definition of SEN is as follows in this document:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them:

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;  
or
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

At Thorpe Lea Primary School and Nursery we are committed to the early identification of needs. We adopt a graduated response, as recommended in the present SEND Code of Practice. This approach recognises that there is a continuum of special educational needs and disabilities, and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

We aim to provide every child with a broad and balanced curriculum, which meets their individual needs and provides challenge for all. All staff are involved in meeting the needs of individuals and we whole-heartedly encourage effective parent partnerships.

## **2. RESPONSIBILITIES**

It is a whole school responsibility to meet the needs of children with SEND.

The governing body has a mandatory responsibility towards the children with SEND. They are responsible for:

- Ensuring provision is made for pupils with SEND
- Ensuring children with SEND join in with all pupils in the activities of the school as far as possible
- Reporting to parents on the implementation of the SEND policy
- Having regard to the SEND Code of Practice when carrying out their duties to pupils with SEND
- Ensuring parents are notified of any decisions to support, or changes to a child's provision

Karla Hanna-Gilson is the designated SEND governor.

The head teacher, Adam Collin, has overall responsibility for the day-to-day organisation of SEND, which he has delegated to the SENCo, Silvana Mazzaschi.

The SENCo's responsibilities are:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating the provision for children with SEND through the development of the provision map
- Managing the professional role of the Learning Support Assistants and other Support Staff
- Advising and supporting school staff
- Contributing to the professional development of Staff
- Monitoring children's progress
- Ensuring that Individual Education Plans (IEPs) are in place, and reviewed
- Ensuring that relevant information about children with SEND is collected, recorded, updated, and disseminated
- Liaising with external agencies including SEND management, the Multi-professional Team, Health and Social Services
- Ensuring liaison between parents, outside agencies and other professionals

The Class Teacher is responsible for:

- Ensuring that the needs of all children in their class are met through an adapted curriculum and suitable deployment of support staff
- Familiarising themselves with children's records and information regarding their SEND
- Supporting children in achieving personalised targets outlined in the SEND support arrangements
- Keeping the SENCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENCo of their concerns, or concerns expressed by parents

Support Staff are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENCo.
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the SENCo regarding children's progress in achieving individual targets
- Keeping records of their work with individuals or groups

The parents support their child with encouragement, positive reinforcement, by attending meetings and reviews.

The SEN Governor is responsible for:

- Helping to raise awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Working with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher is responsible for:

- Working with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school

- The overall responsibility for the provision and progress of learners with SEN and/or a disability

### **3. ADMISSION ARRANGEMENTS**

We welcome all children to Thorpe Lea Primary School and Nursery and endeavour to ensure that the appropriate provision is made to cater for their needs.

Pupils with Education and Health Care Plans are admitted to the school, and fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils. Children with special needs and disabilities will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission Policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

### **4. ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION**

The SEN Code of Practice recommends that when a child is identified as having special educational needs the school should provide support, which is additional to, or different from those provided as part of the school's adapted curriculum. Should a child fail to make progress over time, it may be necessary to request advice and support from the multi professional team or other professionals and increase or modify the support arrangements to meet Additional Needs. The range of support provided will vary between individuals according to their level of need. The next stage of this graduated response is requesting statutory assessment in an Education, Health and Care Plan from the Local Authority. This only occurs when a child's special educational needs are a significant cause for concern.

Support for children with SENDs is planned and reviewed on a termly basis. The school uses Provision Map which details all additional support arrangements for children with SEND. The class teacher, with support from the SENCo, devises the child's Individual Education Plan; IEPs are reviewed termly by teachers and a meeting is held close to each review date to share feedback with parents. If a child has specialist support from an outside agency, the plan is updated immediately to reflect this support. Provisions (interventions) are reviewed termly by the class teacher and support staff, and adjusted accordingly. The SENCo updates the SEN and other registers regularly to keep track of provisions for children with SEN and those facing other barriers to learning.

At Thorpe Lea Primary School, we pride ourselves in our Quality First Teaching. For further support, we provide a wide range of interventions such as:

- Small group work or individual support within the classroom
- Intervention Groups such as: ELSA groups, basic number skills support, fine motor skills support, Colourful Semantics, phonics support, reading support, timetables support, spelling support, pre-teaching (English, Maths and vocabulary), number bonds support, SALT support and individual, needs specific 1:1 interventions recommended by specialists
- Behaviour monitoring through behaviour charts, escalation plans and reward systems
- Individualised programmes of work
- Increased use of laptops and ICT
- Use of symbols to aid understanding
- Support is reviewed and amended as necessary each term according to each child's progress in relation to National Curriculum attainment and personalised targets and outcomes
- Same-Day Interventions

## **5. FACILITIES FOR SEND PUPILS**

Children with SENDs spend the majority of time learning with their peers in their classroom. There are resource areas, such as an emotional literacy room and sensory room where individuals or small groups may work from time to time with a learning assistant or teacher. We also have three mini classrooms dedicated to intervention work: The Hub, The Den and The Nest. The site is fully accessible to wheelchair users and has access provision to toilets across the building.

## **6. ALLOCATION OF RESOURCES**

The delegated SEND budget is used for the SENCo salary, classroom learning support assistants and individual support assistants. A budget is also allocated each year according to the resources needed to carry out the SEND Action Plan and update resources.

Children with an EHCP are provided with additional funding from Surrey County Council.

## **SECTION 2: IDENTIFICATION, ASSESSMENT AND REVIEW**

### **IDENTIFICATION**

Thorpe Lea Primary School and Nursery is committed to early identification and intervention in order to support children with SEND. To do this, staff use information from feeder schools and preschool settings and information about children's needs are gathered on entry through meetings with parents, and from reports from outside agencies such as speech therapists, medical professionals, Educational Psychologists, Portage and SEND advisers.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book looks and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas in most need of improvement. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and

revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the Graduated Approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/subject leader/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded on Edukey (provision map software) and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services (STIPS, EP, Speech and Language, etc.)
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, SENCo and SEN Governor

- analysis of pupil tracking data
- monitoring of procedures and practice by the SEN governor
- School Development Plan
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

## **INCLUSION AND CURRICULUM ENTITLEMENT**

The National Curriculum's statement on Inclusion sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

At Thorpe Lea Primary School and Nursery all children are entitled to a broad and balanced curriculum. We aim to identify barriers to learning as early as possible and do our utmost to support these. We enable access to the curriculum through adaptation of the curriculum, additional resources, additional adult support, specialist equipment and/or small group work and we make special access arrangements for tests where appropriate. Thorpe Lea Primary School and Nursery have developed strong, professional relationships with the multi professional team and other professionals and often seek advice in order to maximise children's' access to the curriculum. All children at Thorpe Lea Primary School are included, where possible in every aspect of the school life such as trips, extra-curricular activities, school council and positions of responsibility.

## **5. EVALUATION OF THE POLICY**

The policy is subject to a yearly cycle of monitoring, evaluation and review by the SEND governor, Karla Hanna-Gilson. The SENCo, school leadership team and Governing body evaluate the effectiveness of the policy against the principles and objectives set out in the policy. The numbers of children placed on the SEND register, and their need and level of need is evaluated and adjusted as necessary each term. The effect of the whole school provision map is evaluated each term through analysis of assessment and intervention data and is adjusted accordingly.

## **6. PROCEDURES FOR CONCERNS**

Parents contact the class teacher in the first instance when they have a concern about their child. Once this route has been explored, if they so wish, they are able to speak with the SENCo and then the Headteacher:

- The SENCo (Silvana Mazzaschi) - [senco@thorpe-lea.surrey.sch.uk](mailto:senco@thorpe-lea.surrey.sch.uk)
- The Headteacher (Adam Collin) - [office@thorpe-lea.surrey.sch.uk](mailto:office@thorpe-lea.surrey.sch.uk)

The Surrey Parent Partnership helpline (and the support group Family Voice) is available for parents who wish further information or support.

If your concerns are not addressed, you may make a formal complaint to the school. Please see the school's complaints procedures on the website:

<https://www.thorpe-lea.surrey.sch.uk/page/?title=Policies&pid=17>

## **SECTION 3 STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES**

## **1. STAFF DEVELOPMENT**

At Thorpe Lea Primary School, there are regular opportunities for the SENCo and staff to discuss a child. Throughout the school year, there are various training opportunities run by both internal and external professionals to further develop staff's knowledge and skills and will support identified areas of need. In addition, the SENCo will meet with new staff and student teachers to induct them on the school's SEND policy.

## **2. INVOLVEMENT OF SURREY'S LOCAL AREA PARTNERSHIP**

"Local area partnership refers to those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area."

Area SEND Inspections: framework and handbook, 29 November 2022.

The local area partnership predominantly consists of the Educational Psychologist (EP), Mindworks, NHS, etc.

Involvement of these professionals is by referral. These professionals provide consultation to school staff about SEND issues and individual pupils. Settled travellers or children with English as an Additional Language who have Cognitive or Learning Additional Language needs are supported by REMA the Race, Equality and Minority Advice support teachers.

Additional specific health needs at present are supported by professionals at St Peter's Hospital or the Royal Marsden.

For children under three and a half, we are also able to refer to Portage as part of the Specialist Early Education Service (SEES).

The school has frequent visits from a Speech and Language Therapist, who provides assessment and short block therapy. Occupational Therapy also visit the school where referrals are made in conjunction with parents. Advice is sought in conjunction with Visual Impairment and Hearing Impairment where appropriate.

For children who have an Autism diagnosis, the school can be supported by the Freemantles Outreach team.

The Specialist Teachers for Inclusive Practice (STIPS) team work closely with the school to support children in overcoming barriers to learning and engaging with the curriculum.

The school can also make direct referrals to the Child and Adolescent Mental Health Service or the Community Paediatrician.

## **3. PARTNERSHIP WITH PARENTS**

At Thorpe Lea Primary School and Nursery we value greatly the role parents play in their child's learning and the impact of parent involvement on pupil progress. Our ELSA (Emotional Literacy Support Assistant) works closely with parents, supporting them by meeting with them at home or school.

Parents can make contact with staff either informally in the playground, or by requesting a meeting.

Parents are notified early of any concerns about their children. They are informed in person when a child's name is placed on the SEND register. Parents are informed when external agencies visit their child and parents are invited to a meeting with the professional and the

SENCo to share their advice. Some children, especially those with an EHCP may have a home school contact book.

SEND support arrangements are reviewed at a meeting with parents and class teachers three times a year (each term) for all SEND pupils and annually with parents, class teachers, support staff and the SENCo using external reports for those with an EHCP.

We respect the differing needs of parents such as disability, communication or language barriers. We will try to find a translator for parents who feel it would be beneficial.

#### **4. LINKS WITH OTHER EDUCATIONAL ESTABLISHMENTS**

The SENCo liaises with staff at feeder schools and nurseries and meets with staff from local secondary schools and special schools at transition. The SEND file is passed to receiver schools. Year 6 children have a visit from the Head of Year and the SENCo in the summer term and make a visit to their new establishment. We are able to make referrals to Freemantles Outreach for advice for pupils with a diagnosis of an Autistic Spectrum Disorder.

#### **5. LINKS WITH CHILD HEALTH SERVICES, SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND VOLUNTARY BODIES**

The school can make referrals to the Community Paediatrician, Child and Adolescent Mental Health, Occupational Therapy, Paediatric Speech Therapy. We can make referrals to Social Services and Early Help for families who need additional support, with parental permission. These Services will then decide if the referral meets their criteria for involvement. The school monitors attendance closely and refers children who have poor attendance to the Inclusion Officer who can then provide parental support.

#### **6. SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND INCLUDE:**

- SEND Advice Surrey provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-25). It aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. SEND Advice Surrey aims to build partnerships between parents and carers, the local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

For more information please see their website: <https://www.sendadvice.surrey.org.uk/>

They can be contacted on the following number: 01737 737300

Or email address: [sendadvice@surreycc.gov.uk](mailto:sendadvice@surreycc.gov.uk)

#### **Information on where the Local Authority's Local Offer can be found at:**

<https://www.surreylocaloffer.org.uk/>

Surrey's Local Offer is a single point of information and advice for children and young people from 0 -25 with special educational needs and disabilities (SEND) and their families.

#### **References**

- The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014
- Supporting pupils at school with medical conditions Sept 2014.

