Autumn 2026

Special Educational Needs and Disabilities Policy

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Date updated: Autumn Term 2026
Date of next review: Autumn Term 2027

Special Educational Needs and Disabilities Policy

Vision
'Achieving together in God's light'

Mission Statement
At Limpsfield C. E Infant School we aim to equip our young people with the skills and mindset to thrive in an ever changing world with values rooted through the Christian faith.

Values
Peace– We find peace in ourselves and seek to live in peace with others.

Joy– We delight in the uniqueness of who we are and celebrate each other.

Love– Love always sees the best in people and we strive to be the best that we can be.

"As long as I am in the world, I am the light of the world"
John 9:5

Introduction

At Limpsfield C.E. Infant School we aim to ensure our practice for children with SEND reflects our vision, ethos and aims. We respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. We believe that every teacher is a teacher of every pupil including those with SEND.

Context

The policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2015) and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: advice for schools DfE (Feb 2013)
- ✓ Part 3 of the Children and Families Act (2014)
- ✓ Schools SEND Information Report Regulations (2014)
- ✓ 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

Definition of Special Educational Needs and Disability (SEND)

At Limpsfield C.E. Infant School we use the definition for SEND from the SEND Code of Practice (2015) which states:

Special Educational Needs and Disability (SEND): A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Disability: Many children and young people who have special educational needs 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". The disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

Special Educational Provision: Special Educational Provision is provision that is "additional to, or different from" that which is normally available to pupils of the same age, which is designed to help children and young people with SEND or disabilities access the National Curriculum at school.

Key Roles and Responsibilities

The following have key responsibilities for SEND:

- The Full Governing Body
- Headteacher
- Special Educational Needs Co-ordinator (SENCo)
- All other members of staff.
- All teachers are teachers of children with Special Educational Needs.

Teaching children with SEND is therefore a whole school responsibility

SENCo

The SENDCo is Miss Megan Cunnington- send@limpsfield.surrey.sch.uk

The SENDCo's responsibilities include:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with other educational settings to ensure a smooth transition for pupils and their parents when pupils are moving on
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

SEND Governor

The SEND Governor is Rev Helen Cook

- Help to raise awareness of SEND at governor meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governors on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

Headteacher: Mr Tim Samuel

The Headteacher has the following responsibilities:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

The Class Teachers each have the following responsibilities:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN Policy and the Graduated Response, including use of the Ordinarily Available Provision (OAP)

Aims

At Limpsfield C.E. Infant School, all pupils receive quality first teaching which enables them to make progress. We endeavour to ensure that all pupils with SEND will meet or exceed the high expectation set for them based on their age and starting points. We do this by following the Graduated Approach using a cycle of Asses, Plan, Do, Review to secure progress. We will use our best efforts to give pupils with SEND the support they need. Ambitious educational and wider outcomes will be set together with parents and the child. We want all pupils to become confident, independent learners who will be able to make a successful transition to the next phases of their educational journey and into adulthood.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities which involves the pupils and their parents/ carers
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. 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 2015)

Identification of Need

The SEND Code of Practice identifies 4 areas of need:

Communication and Interaction	Children may communicate in diverse ways, including: verbal, non-verbal, visual, or physical communication. Some children may need support to understand language, express themselves, or navigate social communication. Neurodivergent children may experience differences in their communication and interaction. We value all forms of communication and strive to create an environment where every child's voice is heard and respected.
Cognition and Learning	Every child learns at different paces and in different ways. There is a wide range of needs included in this area: • Specific learning differences, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning differences • Severe learning differences • Profound and multiple learning differences, which is where children are likely to have severe and complex learning differences as well as a physical disability or sensory differences. We aim to build on children's strengths, interests, and preferred learning styles, and provide flexible teaching approaches that supports each child's progress.
Social, Emotional and/or Mental Health	Children can experience emotional regulation challenges and social differences. These may be linked to: • Neurodiversity (such as autism, ADHD, dyslexia, OCD) • Past and current life experiences • Relational factors We use Zones of Regulation, mindfulness strategies, and relational approaches to support wellbeing. Behaviour is understood as communication, and we respond with empathy, not judgement, to help children feel safe, connected, and understood.
Sensory and/or Physical	Children may have sensory processing differences or physical needs that affect how they access learning and participate in daily activities. This includes: • Vision or hearing differences • Physical differences • Sensory sensitivities. We make reasonable adjustments, follow professional advice and provide calm and supportive environments that accommodate each child's sensory profile and physical needs, ensuring full inclusion and participation.

At Limpsfield CE Infant School, we will identify the needs of each pupil, which will build on previous settings and Key Stages, where appropriate. We will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social and emotional needs or Speech and Language difficulties. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with

the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer or whether something different or additional is needed (SEN Support). We liaise closely with our feeder schools. Where a child has been identified as having special educational needs by their previous school, we will continue to provide support and special educational provision to meet the child's identified needs.

Involving parents, families and children in the process

We will have early discussions with parents/carers where we feel special educational provision may be appropriate. This will ensure the child's strengths and difficulties are identified, parental concerns are taken into account and next steps are agreed. We will also speak with the child and ensure their views are recorded and included in any plans. We will provide feedback on outcomes of the next steps.
Where ongoing support is required, parents/carers will be informed if their child is to receive SEN support and they will be kept up to date via email, telephone conversations and meetings with Class Teacher and/or SENDCo. Parents are also welcome to contact the Class Teacher and/or SENDCo for updates at any stage.

A Graduated Approach to SEND Support

Quality First Teaching (Universal Offer)

The priority for all children at Limpsfield CE Infant School is that they receive 'Quality First' teaching. Quality First teaching involves the class teacher providing differentiation for all pupils and good quality personalised learning. Class teachers are responsible and accountable for the progress of all of the pupils in their class. As such, at Limpsfield CE Infant School, we recognise that all teachers are teachers of pupils with SEND.

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or other areas of need. This is characterised by our universal offer which all children have access to. The classroom strategies and adaptations used to meet all four areas of need described above are outlined in the Ordinarily Available Provision (OAP), published in the Surrey Local Offer.

Special Educational Provision (SEND Support)

At Limpsfield CE Infant School, we follow the Graduated Response and the four-part cycle of assess, plan, do, review which places the child at the centre of all decisions and is in line with the SEND Code of Practice (2015). If, following a period of support, a child's difficulty is identified as being significantly greater than peers and requires educational provision that is additional to, or different from, those made generally for others of the same age in a mainstream setting, they will receive SEN provision and be placed on the SEND register. The register is a working document that changes according to the current needs of the pupils and is updated termly.

Assess: Regular assessment monitors the progress and development of all pupils. Each child's progress and development is carefully tracked and compared to that of their peers and national expectations. We listen to the views of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals, e.g. Educational Psychologists, specialist teachers, health and social services where appropriate.

Plan: Where SEND Support is required, the teacher and SENDCo, with the parent/carer, will put together a plan outlining the support which will be put in place. Targets will be shared with the pupil, using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents may be asked to share in

the monitoring of progress through any home learning. This will not always take the form of a written plan and may be more informal based on need.

Do: The Class Teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs who may provide the support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for all of those involved.

Review: The plan, including the impact of the support and interventions, will be reviewed by the class teacher, SENDCo, parent/carer and the pupil. This will form the planning of next steps for a further period or, where successful, the removal of the pupil from SEND support. For pupils with an EHC Plan, the Local Authority must review the plan at least annually.

Statutory Assessment (EHCP)

We follow Surrey's Graduated Response. Where a child continues to make slow progress despite ongoing and sustained SEN provision, the decision may be made to request a statutory assessment for an Education and Health Care Plan. The SENDCo will contact parents if she feels this may be necessary in order to gather their views and explain the process. The parents/carers will be included at every stage.

SEND Provision

Our approach to teaching pupils with SEND

SEND support can take many forms. The support is aimed at removing barriers to your child's learning so that they can become successful, independent learners. It does not always mean that your child will have their own specified adult working with them. Although a child may work regularly with an adult, the support must foster independence not dependence.

The Class Teacher is responsible for meeting the needs of all pupils in their class. High quality teaching is our first step in meeting the needs of pupils with SEND. Teachers will make adaptations to the curriculum and learning environment to meet individual need.

Interventions may also be in place to support progress and meet need. These cover a wide range of needs including all four areas of need identified in the SEN Code of Practice (2015). They are monitored and evaluated to maintain high quality provision. We use a provision map to monitor impact and cost effectiveness of this support and this helps us in ensuring that the provision in place addresses the needs of the pupils as required.

At times, we require the support of outside agencies. Following consultation with parents/carers and teachers, the SENDCo may make a referral to the appropriate agency. Agencies who support us include:

- Surrey's Specialist Teachers for Inclusive Practice (STIP)
- Educational Psychologist
- School Based Needs Team - Mindworks (CAMHS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Physical and Sensory Support (PSS)
- Moving and Handling
- ASD Outreach
- School Nurse

If a child is referred to an external service, we will incorporate their recommendations into the SEN provision for the child.

If progress of a pupil is still not as expected, we extend the provision to meet the SEND of the pupil, this may involve more targeted support. The Ordinarily Available Provision is used to support the management of the pupil's needs and ensure the appropriate level of support is sought. This provision continues to be monitored and costed in order to secure the identification of the need for statutory assessment and an Education Health Care Plan if appropriate.

Monitoring and evaluation of SEND

At Limpsfield CE Infant School, we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

Monitoring and evaluation processes include the following aspects:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Meetings with parents/carers
- Feedback from pupils
- Feedback from staff
- Monitoring by the SENDCo including observations
- Data analysis and pupil progress meeting
- Using provision maps to measure progress and cost effectiveness
- Holding annual reviews for pupils with EHC Plans

Transition

We have robust transition arrangements to support pupils joining and moving on. In order to ensure a smooth and successful transition, individual plans are developed in liaison with the schools, parents and the children prior to transition and subsequently if necessary. Transition between classes as the children progress from one year to the next is also carefully managed to ensure that appropriate information is shared and that the children feel secure in the changes that are being made.

Supporting pupils at school with medical needs

In line with DfE guidance (April 2014), Limpsfield CE Infant School recognises that pupils with medical needs should be properly supported so that they have full access to education, including school trips and physical education. At Limpsfield CE Infant School, a child with a medical need has a completed healthcare plan outlining their medical needs. Provision is made to ensure that they are supported appropriately, e.g. with access to spaces for changing and toilet facilities, provision of appropriate resources and equipment, and training for staff. Some pupils with medical needs may be disabled and where this is the case, the school complies with its duties under the Equalities Act (2010).

Training and Development

Limpsfield CE Infant School ensures that all staff keep up-to-date with developments in teaching and provisions to meet the needs of pupils with SEND. Through monitoring the needs of the pupils and through the engagement of all staff in the performance management systems, training needs of staff are identified and planned. These are delivered in-house through INSET provided by the Senior Leadership Team, and through outside agencies such as Surrey's Specialist Teachers, Educational Psychologists and health

professionals. The SENDCo also has access to such training and on-going professional development. The SENDCo's own professional development is continued through the attendance at SENDCo networks, courses, and conferences. We have staff who are specially trained to work as Emotional Literacy Support Assistant.

The Local Offer

Surrey's Local Offer can be found at https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

Reviewing the SEND Policy

In line with all school policies, the SEND policy will be kept under regular reviewed.

Comments, Compliments and Complaints

All parents will have concerns about the welfare and education of their children. If you have a concern, our policy is that it should be settled fairly, quickly and informally. Initial communication should be with the Class Teacher. The SENDCo, Deputy Head and Head Teacher are also available to meet with you should you feel that this is necessary. Please contact the school office to arrange a meeting with them. Our procedure has three stages. We hope that most concerns will be dealt with at Stages 1 and 2, which are informal and semi-formal respectively. If you wish to take an issue to Stage 3 then it will be treated as a complaint rather than a concern and there will be a greater degree of formality but we will try to keep this to a minimum. Our Concerns and Complaints procedure is available on our website. A hard copy can be provided if requested.