



West Byfleet Infant School
We Belong, Inspire, Succeed

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY



Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

At WBIS every teacher is a teacher of every pupil including those with SEND.

Member of staff responsible	Deputy Head for Inclusion
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Other Related Policies	Accessibility Policy
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

Special Educational Needs and Disabilities (SEND) Policy

Policy Updated Autumn 2025

(Next review: Autumn 2026)

We are committed as a partnership to embedding the language set out in the Surrey ATLAS Preferred Terminology report. This includes the use of “Additional Needs and Disabilities” rather than “Special Educational Needs and/or Disabilities (SEND)”, and “Specialist Schools” rather than “Special Schools”, wherever possible. However, we will sometimes need to continue to use the terms ‘SEN’, ‘SEND’ and ‘Special School’, while these are the terms used in national legislation.

Aims

At **WBIS** our aims for all of our children are;

- To establish a loving, happy and purposeful educational community where all children can feel safe and secure and where adults are valued.
- To use this environment to enable children to learn, work co-operatively and have the opportunity to develop their potential intellectually, physically, socially, emotionally and creatively.
- To provide a safe and stimulating environment which will encourage a love for and curiosity about the world.
- To provide a place where **all** children have equal opportunities regardless of individual need, culture, gender or social background.
- To encourage self-discipline and care and concern for others.
- To encourage all children to reach their academic potential by improving their progress through rigorous monitoring, formative assessment and high expectations.
- To create an understanding of “how to learn”, equipping children to meet the demands of our ever changing society.

Definition of SEN

At our school we use the definition for SEN and for disability from the *SEND Code of Practice (2014)*. This states that:

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the

majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England'

We also take our lead on how best to identify and support those children who have a disability from the *Code of Practice (2015)*. This states that:

'Many children and young people who have SEN 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'

Key Roles and Responsibilities

Governing board

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with additional needs and disabilities (SEND).
- Ensuring that there is a qualified teacher designated as SENCO for the school.

Headteacher

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with additional needs and disabilities (SEND).

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with additional needs and disabilities.
- Establish and sustain culture and practices that enable pupils with additional needs and disabilities to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school. At WBIS this is the Deputy Headteacher for Inclusion.
- Ensure the SENCO (Deputy Headteacher for Inclusion) has sufficient time and resources to carry out their functions.
- Provide the SENCO (Deputy Headteacher for Inclusion) with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO (Deputy Headteacher for Inclusion) has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with additional needs and disabilities.

Deputy Headteacher for Inclusion

The Deputy Headteacher for Inclusion will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with additional needs and disabilities.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing support for pupils with additional needs and disabilities.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with additional needs and disabilities.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with additional needs and disabilities up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with additional needs and disabilities on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with additional needs and disabilities is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with additional needs and disabilities they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the Deputy Head for Inclusion.

- Keeping Senior Leadership up-to-date with any changes in behaviour, academic developments and causes of concern.

[Designated Teacher with specific Safeguarding responsibility](#)

- The Deputy Head for Teaching and Learning and Curriculum is Designated Safeguarding Lead. In their absence the Headteacher and the Deputy Head for Inclusion and are both Deputy Designated Safeguarding Leads.

[Member of staff responsible for managing Pupil Premium/Looked After Children funding](#)

- Deputy Head for Inclusion

[Member of staff responsible for managing the schools responsibility for meeting the medical needs of children](#)

- The Headteacher and in their absence the Deputy Head for Inclusion and Deputy Head for Teaching and Learning.

[How was this policy put together?](#)

- This policy was created in partnership with the staff team at WBIS and parents of children with SEND at WBIS.
- The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014).

[How can parents access this policy?](#)

You can get a copy of our policy in a number of ways:

- The school website under SEN Policy (we advise reading this policy alongside the school 'SEN Information Report' which can also be accessed via the school website)
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Aims and Objectives

Aims

At **WBIS** all children, regardless of their individual needs, are provided with inclusive Quality First teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. To achieve this aim we will:

- Expect that all children with additional needs and disabilities will meet or exceed the high but realistic expectations set for them based on their age and starting points
- Give children with additional needs and disabilities the support they need
- Work with you as parents to set ambitious but realistic outcomes (educational and wider) for your child
- Place your child at the centre of our planning and decision making processes
- Provide children with opportunities which enable them to become confident individuals who have the opportunity to develop appropriate levels of independence to take forward to the next phase of their education

Objectives

1. To ensure that teachers in the school understand the processes of identifying, assessing, planning, providing and reviewing for children who have additional needs and disabilities, with children and their parents/carers firmly at the centre of all planning and decision making
2. To develop effective whole school provision management of universal, targeted and specialist support for children with additional needs and disabilities
3. To deliver a programme of training and support for all staff working with children with additional needs and disabilities, developing our practice within the guidance set out in the *SEND Code of Practice* (July 2014)
4. To ensure that we work together with parents/carers and involve them in decision making so that the best provision is made for their child

Identification of Needs

The *SEND Code of Practice* (2014) categorises areas of need under four headings:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules

of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At **WBIS** we will identify the needs of each child by considering the needs of the **whole** child which are broader than just their additional needs and disabilities. This in turn will lead to the setting out of the arrangements we will put in place to address and support those needs.

A Graduated Approach to SEN Support

All class teachers are expected to plan, deliver and assess differentiated expectations for all children, facilitating learning through high quality and personalised teaching. This is the first step in responding to children who may have additional needs and disabilities.

- Teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants or specialist staff.
- We firmly believe that additional intervention and support cannot compensate for a lack of good quality teaching.
- Teaching is monitored frequently by members of the Senior Leadership Team, including the Deputy Head for Inclusion, through lesson observations and through the performance management of teachers and Learning Support Assistants.
- Pupil progress is monitored by class teachers and by the school Leadership Team, including the Deputy Head for Inclusion. Children who are not making expected progress are monitored closely and interventions in a range of forms are planned. This planning and discussion may also lead to the seeking of advice from outside agencies, in consultation with parents.
- Teaching staff update skills regularly in different areas of need. As well as having whole staff training in areas of SEND, we ensure any new knowledge is shared through in-house training and group discussion.
- Staff are regularly updated on matters related to additional needs and disabilities, either on a national, local or school level. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, or strategies for supporting children with identified difficulties.

How we decide whether to make special educational provision

To assist in the identification of children with additional needs and disabilities, the Deputy Head for Inclusion refers to a range of assessments and information gathered from those people who know the child best, including parents, teachers, Learning Support Assistants and, if involved, other professionals. The following is a list of sources of information which help the school to decide if the pupil needs special educational provision:

- Surrey Local Offer, including Surrey Graduated Response for Schools
- Information from parents/carers and discussions with the child (if appropriate)
- Performance monitored by the class teacher as part of ongoing observation and assessment
- Outcomes of the Foundation Stage Profile
- Performance against the level descriptions within the National Curriculum
- Assessment in the Phonics Screening Check at the end of Year 1
- Standardised and diagnostic tests

- Moderation of levels by subject leaders and Leadership Team
- Behaviour tracking and records
- Assessments and advice from locality team specialists and other outside agencies. This may involve one or more of the following support services:
 - Educational Psychology
 - STIPS (Specialist Teachers of Inclusive Practice)
 - Paediatrician
 - MindWorks
 - Occupational Therapy
 - Speech and Language Therapy
 - Physical and Sensory Support
 - Race, Equality & Minority Achievement Service
 - Physiotherapists

If after consulting all relevant sources of information there is agreement that the child needs SEN Support their name is added to the school's **SEN Register** and the cycle of **Assess, Plan, Do, Review** begins.



Assess

- We build a full and detailed picture of each child based on the knowledge gained through parental consultation and the relationship between the child and his/her class teacher and learning support assistants.
- We place great importance on considering the needs of the whole child, not just those which present during school hours.
- We regularly assess the needs of all children so that each child's progress and development is carefully tracked alongside that of their peers and in line with national expectations.
- We will listen to the views and experience of parents/carers and the child.
- Where appropriate we will draw on the assessments and guidance from the other education professionals as described in the previous section.

Plan

- Where SEN Support is required the class teacher and Deputy Head for Inclusion along with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child in the form of an Individual Support Plan (ISP)

- Expected impact on progress and outcomes will be recorded
- A review date will be set (termly)
- Targets for the child will be shared with her/him using child friendly language
- All staff who work with the child will be made aware of the plan
- Parents will be asked to share in the monitoring of progress through any home learning

Do

- The class teacher is responsible for working with the child on a daily basis
- They will work alongside the Deputy Head for Inclusion to liaise closely with LSAs or specialist staff who provide support set out in the plan and monitor the progress being made
- The Deputy Head for Inclusion will provide support, guidance and advice for the teacher

Review

- The plan, including the impact of the support and interventions will be reviewed each term by the teacher, Deputy Head for Inclusion, parent/carer and the child
- This will inform the planning of next steps for a further period or, where successful, the removal of the child from SEN Support
- Following 2 cycles of Plan, Do, Review and where the child's progress or well-being is still a cause for concern a Review will be carried out by the Deputy Head for Inclusion, any supporting agencies, the class teacher and teaching assistants who provide support with the aim of deciding how best to adapt the level of support the child receives
- For children with an **Education, Health and Care Plan** the Local Authority, Surrey County Council, must review the plan following a school-based Annual Review. Parents and supporting professionals will be invited to this meeting and asked to contribute by participating in the Annual Review Process.

SEN Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

- A individualised learning programme for your child
- Extra support from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records

- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of children on the SEN Register

- **WBIS** caters for all abilities. If a child has a specific need we work with the parents/carers and education authorities to ensure that, to the best of our abilities, the need can be met.
- Each child at **WBIS** is an individual and some children may need to have an individual programme to meet their needs.
- Class teachers have the responsibility for differentiating their teaching and deploying their learning support assistants to support the individual needs of the children in their class, in consultation with the Deputy Head for Inclusion and parents/carers.
- The Deputy Head for Inclusion ensures that the requirements of the *SEND Code of Practice (2014)* are reflected in the school's policy and practice, keeps the SEN Register up to date and ensures that the relevant documentation is available to parents. This includes:
 - The SEN Policy
 - The SEN information Report
 - The School Development Plan
 - Individual Support Plans (ISPs)
- The Deputy Head for Inclusion also works with teachers and learning support assistants to support the identification of children with additional needs and disabilities. They also provide practical suggestions and programmes of intervention to develop a child's skills.
- It is also the responsibility of the Inclusion Team to ensure programmes are implemented and progress is tracked.
- The Deputy Head for Inclusion may also work with outside agencies to make relevant referrals, share information, gain advice and strategies, and ensure these strategies are implemented.
- It is the Deputy Head for Inclusion's responsibility to provide the relevant evidence which is required if the school cannot meet the needs of children from the school resources and therefore needs to make a request for additional funding from the local authority and/or an assessment for an **Educational, Health and Care Plan**.

Supporting parents/carers and children

- Our **SEN Information Report** details how we support parents in understanding the provision that their child will receive at **WBIS**. It also gives information on how they can seek further advice or information.
- At **WBIS** we believe it is important that both concerns and successes are shared with parents/carers. We know parents hold key information and have a critical role to play in their children's education.
- Parents/carers are consulted and involved at every stage of a school based assessment and their views will always be sought before any support agencies are contacted.
- **Individual Support Plans (ISPS)** are shared with parents prior to parents' consultations, and strategies to help at home are discussed.
- Parents are informed of targets so they may support their child's learning.
- Parents may also find it helpful to look at **Surrey's Local Offer** (surreylocaloffer.org.uk) which includes details of other agencies who provide a service relating to special educational needs, disabilities and education.

Supporting children at school with medical conditions

WBIS recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- It is expected that children with additional needs and disabilities, and those with medical conditions alike, will be fully integrated into the life of the school.
- All children are encouraged to join school clubs and take part in musical, dramatic and sporting activities.
- Children with medical conditions may have **Individual Health Care plans** which are written in consultation with some or all of the following people, depending on the condition and its severity:
 - Parents/carers
 - Office staff
 - Class teacher
 - Deputy Head for Inclusion
 - School nurse
- Access to spaces including changing and toilet facilities will be clarified in the **Health Care plan**.
- School staff will be provided with training as appropriate.
- Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the *Equality Act 2010*.
- For further advice on children with medical needs parents/carers may wish to contact Surrey's **Access to Education** (medical) service. Details below:

Monitoring and evaluation of SEND

In order that we may evaluate the success of the education provided for the children with additional needs and disabilities at **WBIS** we use the following indicators:

- Tracking the progress of individual groups such as:
 - Children with an **EHCP**
 - Children receiving **SEN Support**
 - Children in receipt of **Pupil Premium**
 - Children for whom **English is an Additional Language**
 - Children from a **Service Family**
 - Children who are **Looked After or Previously Looked After**
 - Children from **Minority Ethnic Groups**
- Regular meetings with outside agencies to discuss the impact of their work
- Evidence that appropriate differentiation is taking place during classroom observations and work scrutiny
- An evaluation of the number of children on the SEND register who have made expected levels of progress throughout the year
- Levels of achievement in the Foundation Stage and at the end of Key Stage One
- The Deputy Head for Inclusion meets every term with the SEND Governor with a view to keeping the Governing Body informed of developments in SEND.
- The Deputy Head for Inclusion attends formal SENDCO network meetings run by Surrey County Council once a term, and keeps up to date with current initiatives through attendance at courses and other network meetings.

Training and development

- **WBIS** is committed to ensuring that all staff keep up to date with developments in teaching and provision to meet the needs of children with additional needs and disabilities.
- The Deputy Head for Inclusion delivers in-house training for staff on types of SEN, appropriate strategies and provision for them and procedures such as the completion of Individual Support Plans.
- The school benefits from the expertise of Surrey specialist teachers, Educational Psychologists, Health professionals and Local Authority consultants, all of whom can be invited to provide training sessions for staff supported by funds from our school budget.
- All teachers and learning support assistants are encouraged to strengthen their knowledge and expertise including following specialist areas of interest which may relate to particular children that they are working with.

- The Deputy Head for Inclusion regularly updates their professional knowledge and skills by attending training from a variety of sources, including outreach from specialist schools.

Storing and Managing Information

- The school follows strict confidentiality procedures in line with current safeguarding procedures and advice.
- Medical information is kept securely in the school office.

Reviewing the SEN Policy

- In line with all school policies the SEN policy will be kept under regular review by the Deputy Head for Inclusion and the Strategic Leadership Team.
- It will next be reviewed in Autumn 2026.

Comments, compliments and complaints

- We welcome feedback regarding this policy.
- Please direct this to the Deputy Head for Inclusion.
- If a parent/carer has questions or concerns about the school's provision for a child with SEN he/she should first speak to the class teacher, then to the Deputy Head for Inclusion or the Head Teacher as appropriate. If it is necessary to pursue a complaint more formally it will be referred to the Chair of Governors.