



Special Educational Needs and Disability Policy

*Bringing out the best by caring, learning
and achieving together*

Policy Originator:
Date Reviewed:
Review Period:
Next Review:

Surrey County Council
Autumn 2026
Annual
Autumn 2027

Vision/ethos statement

The Governors and staff at Hurst Green School aim to provide opportunities for all pupils to learn and to achieve within a broad and balanced curriculum. However, we recognise that children with special educational needs will require additional support to maximise their potential.

School definition of Special Educational Needs and Disabilities (SEND)

At Hurst Green School we use the definition for SEND and for disability from the SEND Code of Practice (2015).

This states:

SEND: A child has special educational needs if they have a learning difficulty or disability that requires special educational provision. A learning difficulty or disability is a **significantly greater difficulty than that of most 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.

Disability: Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘... **a physical or mental impairment that has a ‘substantial’ and long-term adverse effect on your ability to do normal daily activities’**’.

Key roles and responsibilities

- The SENCO, working closely with staff, will be involved in the development of the SEND policy and provision. The SENCO, in collaboration with the class teacher, will be responsible for the day-to-day implementation of the SEND policy and for coordinating support for individual children with SEND and disabilities, including those with Education, Health and Care plans. (EHCP)

Name of Special Needs and Disability Co-ordinator (SENCO): Romi Costantini

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- The Governing Body have a responsibility to ensure the needs of children with SEND are met by having a named SEND Governor who will be fully involved in developing and subsequently reviewing the SEND policy. The SEND Governor will be responsible for reporting to the parents on the school’s SEND policy and the allocation of resources from the school’s delegated budget.

Name of Special Needs and Disabilities Governor: Lynne Curtis

- The Head Teacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The Head teacher should keep the Governing Body fully informed and work closely with the school’s SENCO.
- The Head teacher is the Designated Safeguarding Lead (DSL).

- All class teachers and teaching assistants should be aware of the school's procedures for the identification and assessment of children with SEND. Staff have a responsibility to provide differentiated teaching to meet the needs of all the children and to work with teaching assistants to implement strategies to enable children that they teach to make progress.
- The ELSA supports pupils with social, emotional and mental health difficulties through individual and small group interventions.

Introduction

This policy was created in partnership with the Headteacher, the SEND Governor, SENCO, representative staff, and parents of pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (April 2015).

A copy of our policy is available on the school website or by request from the school office. Please let us know if you need this in a different format, e.g., larger font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (April 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at the school with medical conditions August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document, September 2015
- Child Protection and Safeguarding Policy
- Disability and Accessibility Plan
- Teachers Standards Updated 2021

Aims and Objectives

Aims

At Hurst Green School, all children, regardless of their needs, receive inclusive teaching that enables them to make the best possible progress in school and feel valued members of the wider school community.

- We will give all children, including those with Special Educational Needs and Disabilities (SEND), full entitlement and access to a high-quality education within a broad, balanced and relevant curriculum so they can achieve their best and become confident individuals living fulfilling lives.

- We will educate children with SEND, wherever possible, alongside their peers in the classroom by using adaptive teaching strategies and making reasonable adjustments. Most provisions will be met in the classroom, but for some who are felt to benefit from individual or small-group tuition, it may be appropriate to withdraw these children from the classroom. Children on individual programmes will be assessed and monitored closely.
- We want to work closely with parents and encourage them to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.

Objectives

- To provide high-quality adaptive teaching and inclusion by design.
- To use transparent ongoing processes to assess, plan, do and review provision.
- To use effective whole school provision management, including targeted and specialist support for pupils with special educational needs and disabilities.
- To ensure staff have access to a programme of training and support which develops their practice within the guidance set out in the SEND Code of Practice, April 2015.
- To ensure effective communication and co-production of policies and practices relating to pupils with SEN and disabilities with staff, parents, pupils and governors.

Identification of Needs

At Hurst Green Infant and Nursery School, we will identify each pupil's needs and continue to identify SEND as determined by the Pre-School settings.

A pupil has SEND when they have a significantly greater disability in learning than their peers or a disability that prevents or hinders a child from making use of facilities in the setting and requires regular educational provision.

Children's special educational needs generally fall in the following four areas of need and support:

Communication and interaction

Children with speech, language, and communication needs (SLCN) struggle to communicate because they have difficulty saying what they want, understanding what is being said to them, or using social communication rules. Children who are diagnosed with Autism (ASD- autism spectrum disorder) come under this area of need and support.

Cognition and learning

Support for learning difficulties may be needed when children learn at a slower rate than their peers, even with appropriate differentiation. Children with specific, moderate, severe, or profound and multiple learning difficulties (SpLD, MLD, SLD, PMLD) fall under this area of need and support.

Social, emotional and mental health

This may include children who are withdrawn or isolated, display challenging, disruptive or disturbing behaviour, are anxious or depressed, engage in self-harm, have eating disorders or are involved in substance misuse. Children who are

diagnosed with attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder come under this area of need and support.

Sensory and/or physical needs

This includes children with a disability that prevents them from making use of the educational facilities provided without the provision of specialist support or equipment. Children who have a physical impairment (VI-Visual Impairment), hearing impairment (HI) and multi-sensory impairment (MSI) come under this area of need and support. Children often have needs that span all these areas, and those needs change over time.

At Hurst Green School, we will identify each pupil's needs by considering the whole child, which extends beyond special educational needs. This, in turn, will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated approach to SEN Support

Hurst Green School believes that the key to providing a successful education is inclusive, adaptive teaching.

Class teachers will provide all learners with high-quality adaptive teaching. They will work with teaching assistants and specialist staff to implement strategies to enable the children they teach to make progress.

Children's progress and outcomes will be closely monitored and recorded via pupil tracking and twice-termly pupil progress meetings.

Additional intervention and support cannot compensate for a lack of good-quality teaching. The Head teacher regularly and carefully reviews the quality of education for all children via lesson observations of teaching and support staff as part of their appraisal.

Our teachers are all experienced professionals. All staff receive regular updates on special educational needs and disability from the SENCO. We regularly invest in training, often through whole-school sessions, so our SENCO teachers and support staff can benefit and share good practice. Training is matched to the current needs of our children.

Hurst Green aims to identify children with special educational needs as early and thoroughly as is possible and necessary. This will initially involve the class teacher discussing their concerns with the SENCO and/or Head teacher and, in collaboration with them, gathering information about the child's special needs and planning how best to address any areas of difficulty. Information may be gathered via:

- Classroom observation and records
- Screening and other test results, e.g., reading and comprehension
- Health/medical records
- Internal staff moderation of progress
- Information from parents/carers

Where children are identified as having higher levels of need, the SENCO will seek advice from the L-SPA and the Graduated Response Service. Where the child meets the criteria outlined in the Profile of Need, the SENCO can also refer the child to a range of LA-funded external services through Specialist SEND Support. The class teacher will work in partnership with specialist professionals and external agencies, e.g., EPS (Educational Psychology Service), REMA (Race, Equality and Minority Achievement), SALT (Speech and Language Team), OT (Occupational Therapy), and CAMHS (Child and Adolescent Mental Health Services). The parent may also access these services through their GP.

Hurst Green will endeavour to remove barriers to learning and implement adequate educational provision for children with SEND by promoting a graduated, holistic approach to SEND provision.



Our approach focuses on Universal Provision (Inclusive Quality First Teaching) for all, followed by Targeted Support (specific interventions) and Specialist Support (outside agencies), all within the Assess-Plan-Do-Review cycle.

The support offered is a four-part cycle shown below.



Hurst Green follows the SEND Code of Practice 2015 and uses the graduated response of assess, plan, do and review.

Assess: We will regularly assess all our children's needs so that each child's progress and development are carefully tracked and compared with peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some cases, we will draw on assessments and guidance from other educational professionals and health and social services, where appropriate.

Plan: Where SEN Support is required, the class teacher and SENCO, in consultation with the parent/carer, will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with them. All staff working with the child will be given access to the plan. Parents will be asked to support the child with home learning and share in their academic progress.

Do: The class teacher is responsible for working with the child daily. They will liaise closely with teaching assistants or specialist teachers who provide the support set out in the plan, and monitor progress. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of support and targeted interventions, will be reviewed termly by the class teacher, SENCO, parent/carer, and the child. This will inform future planning and, where successful, the removal of the child from SEN support. Children with an Education Health Care Plan (EHCP) will have an annual review by the Local Authority.

All parents of children attending the school are invited to parent/teacher consultations and receive a written report in the summer term. In addition, parents are welcome to book an appointment with the class teacher and/or the SENCO at other times to discuss their child. Sometimes children will receive additional support as part of the ordinarily available provision (OAP). Parents can view this on the Surrey Local Offer by following the link: [Parent carers' guide to ordinarily available provision](#). This does not necessarily mean that your child has Special Educational Needs or Disabilities. If a child still does not meet expected targets, the school may decide to place the child on the inclusion register. At this point, parents will be invited to a meeting to work in partnership to facilitate progress.

SEND Provision

SEND support can take many forms. This could include:

- a personalised learning programme for your child
- observing your child in class or at break and keeping records
- visual support/structure to support access to learning and teaching, e.g., Task board, visual reminders/prompts
- structured and time-bound small group support
- extra help from a teacher or teaching assistant
- making or changing materials and equipment
- behaviour logs and reward systems to identify and address triggers
- helping your child to take part in the class activities

- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them at break time
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

The support is designed to remove barriers to your child's learning so they can become successful, independent learners. It does not always mean your child will have a dedicated adult working with them. Although a child may work regularly with an adult, the support must foster independence, not dependence.

The Surrey guidance on the Surrey Local Offer website will be used if it is considered necessary to request additional funding from the LA and/or to arrange an assessment for an Education Health Care Plan.

Managing the needs of children on the SEND register

The needs of children on the SEND register will be assessed individually. Children on the SEND register will have personalised programmes of support, devised and delivered by the class teacher, teaching assistants, or a specialist teacher or professional. Interventions will be implemented to help the child close the gap with their peers. These may be done in the classroom, in small groups, or one-on-one. All interventions are targeted and time-specific. Outcomes of targeted intervention will be regularly monitored and measured by the class teacher in liaison with the SENCO.

A review will take place on a termly basis and will involve discussion between the class teacher and the parent. Provision will be maintained or amended as necessary. If the child has made timely progress to the extent that their needs can be met within universal provision, it may no longer be necessary for the child to remain on the inclusion register. In such cases, the parent will be consulted and informed in writing, and the class teacher will monitor the child to ensure that their progress continues to meet expectations.

The inclusion register is regularly reviewed and updated by the SENCO.

Supporting parents/carers and children

We aim to develop a special partnership with parents/carers to have as complete an understanding of the child as possible and for parents/carers to be able to make their wishes, feelings and anxieties clear at all stages so that professionals can build upon their desire to be involved or help them to recognise their responsibilities.

The school will endeavour to identify all those who have parental/carer responsibility and involve them as far as possible.

Information will be made available to parents/carers on services provided by the LEA for children in need of specialist services, and on local and national voluntary organisations that may provide information, advice, or counselling.

Information on support for pupils and parents/carers is available on the school's website. This includes the following areas:

- The SEN Information Report

- Surrey's Local Offer, which includes other agencies that provide a service, as well as Surrey's Information Advice and Support Service (IASS) and Surrey Family Voice
- School Admission Arrangements (Surrey County Council Admission Criteria)
- Special Educational Needs Policy
- Inclusion Policy
- Medical Policy
- Equality Policy
- Accessibility Policy
- Safeguarding and Child Protection
- Intimate Care and Toileting
- Touch and Physical Intervention
- Transition Policy (Transition between classes, key stages, to other schools)

Supporting pupils at school with medical conditions

Hurst Green recognises that children with medical conditions should be adequately supported to ensure full access to education, including school trips and physical education.

- We have a duty of care to make arrangements to support children with medical conditions. Individual Health Care Plans provided to the parent by a GP, Nurse or other Health Care Professional will outline the medical needs of the child. Schools will use these to identify the type and level of support to be provided, in accordance with statutory guidance. Please see our policy on Children with Medical Needs.

Monitoring and evaluation of SEND

Hurst Green regularly monitors and evaluates the quality of provision we offer to all children, which thus informs future developments and improvements.

Our evaluation and monitoring arrangements include:

- Observations and Learning Walks
- SEN is kept under regular review through the various governor committees and Full Governing Body Meetings
- Our school Self Evaluation
- SDP priorities
- Individual Education Plan (IEP) consultations
- Pupil Progress Meetings
- School Tracking Systems
- Subject Monitoring Systems
- Questionnaires and surveys of parents/carers
- OFSTED Inspections
- Developing best practice, e.g. moderation of pupil progress through SENCO networks and local partnerships

Training and development

Teaching and support staff at Hurst Green will receive regular training on SEND-related matters. Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise.

Our School Development Plan identifies priorities for the school and currently includes improvements to provision and outcomes for children with SEND.

Future staff training will be aligned with the evolving needs of our children and the specific requirements of new children joining our setting.

Storing and managing information

At Hurst Green, any data about children's special educational needs will be securely managed within the school's own data management system and data protection policy.

All SEND records and documents are kept in a locked cabinet and retained for up to 25 years.

Data held about individuals will not be retained longer than necessary for the registered purposes. It is the duty of the School Business Manager and Headteacher to ensure that obsolete data is properly erased.

Reviewing the SEN Policy

In line with all school policies, the SEND policy will be subject to annual review by the Governing Body. The SENCO will review the document yearly and consult with school stakeholders. ***It will be next reviewed in Autumn Term 2026.***

Comments, Compliments and Complaints

Staff and governors at Hurst Green School wish to work co-operatively with parents and other members of the community to provide a high-quality service. However, in the unlikely event of a complaint, we encourage parents to discuss their concerns with the class teacher, SENCO, or Head Teacher to resolve the issue before submitting a formal complaint to the Clerk of the Governing Board.

Other support services that can provide parents with information and advice are Send Advice Surrey, Surrey's Information Advice and Support Service (IASS) and Family Voice Surrey (FVS).