



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

At Hurst Green Infant and Nursery School, we believe that SEND is a natural part of human diversity. We are committed to creating an environment where all children feel valued, respected, included and able to participate fully in school life.

The Governors and staff are committed to ensuring that every child is known, valued and supported to achieve their potential. We celebrate each child's strengths and work in partnership with families to remove barriers to learning and participation.

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

Contact details: Tel: 01883 712171 Email: senco@hursttlt.co.uk

- 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 meets with the SENCO regularly to monitor the effectiveness of provision and reports to the Governing Body on SEND developments and outcomes.

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).

- "Every teacher is a teacher of SEND" means that class and subject teachers are fully responsible for the progress of all pupils, driven by high-quality adaptive teaching. All class teachers and teaching assistants should be aware of the school's procedures for identifying and assessing children with SEND.
- 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 (January 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010 (section 20): advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at the school with medical conditions August 2021
- 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 (update NQT to ECT)
- The Special Educational Needs and Disability Regulations 2014
- Part 3 of the Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage September 2021 (2024 Qualifications update)
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

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 as members of the wider school community.

- We are committed to delivering Surrey's Ordinarily Available Provision (OAP) framework through high-quality inclusive teaching, adaptive practice and reasonable adjustments so that most pupils' needs can be met within everyday classroom provision.
- 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, January 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. In the Early Years Foundation Stage, children's needs are identified through observation, play-based assessment, discussion with parents and partnership working with outside professionals. Early identification and intervention are central to our approach.

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) communicate in different ways and may require additional support to understand and express themselves. Children who are diagnosed with Autism (ASD- autism spectrum disorder) come under this area of need and support.

Cognition and learning

Support for learning differences 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 differences (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, emotional regulation, attachment, separation anxiety, friendship skills, trauma and adverse childhood experiences. 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 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. 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.

Ordinarily Available Provision (OAP)

At Hurst Green Infant and Nursery School, we recognise that most children with additional needs can make good progress through high-quality teaching and Surrey's Ordinarily Available Provision framework.

Ordinarily Available Provision is the support that should be available to all children as part of inclusive classroom practice without requiring SEND identification or specialist funding.

Our OAP includes:

- clear classroom routines and visual support;
- adaptive teaching and scaffolded learning opportunities;
- language-rich learning environments;
- planned opportunities for overlearning and repetition;
- sensory and movement breaks where appropriate;
- emotional regulation support;
- flexible grouping arrangements;
- access to assistive resources and technology;
- strong partnerships with parents and carers.

The effectiveness of Ordinarily Available Provision will be evaluated through: learning walks, book scrutiny, pupil voice, SEND reviews, staff audits, and parent feedback.

Parents can view this on the Surrey Local Offer by following the link: [Parent carers' guide to ordinarily available provision.](#)

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.

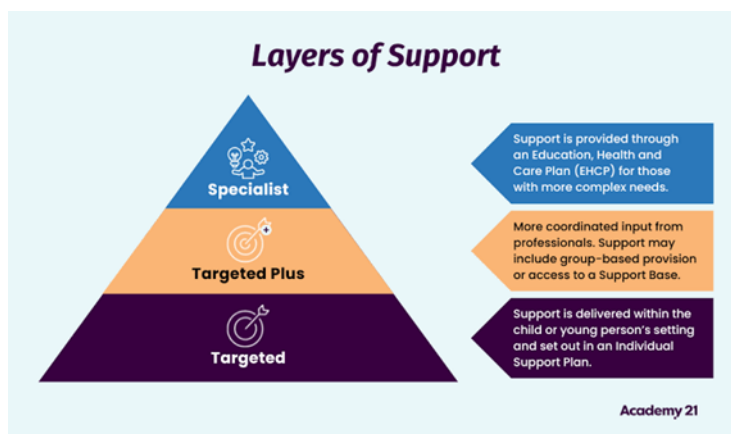
Our teachers are all experienced professionals. All staff receive regular updates on special educational needs and disability from the SENCO. We regularly invest in training, often through whole-school sessions, so our SENCO teachers and support staff can benefit and share good practice. Training matches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

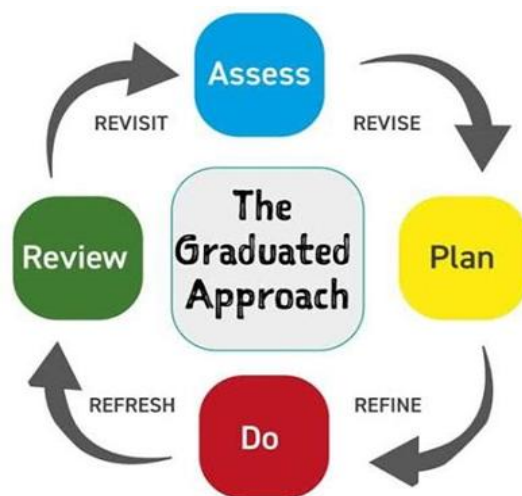
Teachers collaborate closely with Learning Support Assistants (LSAs) and external specialists deployed via Surrey's "Experts at Hand" regional model. The class teacher will work in partnership with specialist professionals and external agencies, e.g., EPS (Educational Psychology Service), REMA (Race, Equality and Minority Achievement), SALT (Speech and Language Team), OT (Occupational Therapy), and CAMHS (Child and Adolescent Mental Health Services). The parents may also access these services through their GP.

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



Where a pupil requires interventions "different from or additional to" Universal OAP (Ordinarily Available Provision), the school initiates Individual Support Plans (ISPs) across a three-tiered system: Targeted, Targeted Plus, and Specialist support.

SEND support takes 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 what supports the pupil in making good progress and securing good outcomes. This cycle, shown below, is known as the Graduated Approach (Assess, Plan, Do, and Review). 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). 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 SEND 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.

Evaluating the Impact of SEND Provision

The SENCO, Senior Leadership Team and Governors regularly review the effectiveness of SEND provision. The impact of support is evaluated through:

- progress and attainment data;
- observations of learning and engagement;
- pupil voice;
- advice from external professionals.
- progress against ISP outcomes
- attendance trends
- reduction in barriers to learning
- parental satisfaction measures
- successful transitions

This information is used to ensure that provision remains effective and to inform future planning and resource allocation.

Accessibility and Reasonable Adjustments

The school welcomes applications from children with SEND and will make reasonable adjustments to ensure equitable access to education. We are committed to ensuring that pupils with SEND can access all aspects of school life.

Reasonable adjustments may include:

- visual timetables and communication aids;
- adapted teaching materials;
- sensory regulation strategies;
- flexible classroom arrangements;
- assistive technology;
- additional adult support where appropriate
- adjustments to educational visits and extracurricular activities.

Details of how the school improves accessibility can be found in the Accessibility Plan.

SEND support and reasonable adjustments are 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 SEND 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 SEND 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 try 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 Plan
- Safeguarding and Child Protection
- Intimate Care and Toileting
- Touch and Physical Intervention
- Behaviour Policy

Pupil Voice

At Hurst Green Infant and Nursery School, we value the views of all children and encourage them to be involved in decisions about their learning and support in ways that are appropriate to their age and stage of development.

Children with SEND will be encouraged to:

- share their strengths, interests and any areas where they may need help;
- contribute to discussions about their targets and outcomes where appropriate;
- take part in reviews of their support;
- give feedback on activities and interventions;
- participate in school life, including opportunities such as the School Council and pupil voice activities.

We recognise that young children may communicate their views in different ways. Staff use observation, play, conversation, pictures, photographs, visual supports, role play, puppets and other age-appropriate approaches to help children express their feelings, preferences and experiences.

Children's views will be listened to and considered when planning and reviewing support, helping to ensure that provision is tailored to their individual needs.

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 (ISP) 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

Effective Transition

At Hurst Green Infant and Nursery School, we recognise that successful transitions help children feel secure, confident and ready to learn. Transitions are carefully planned in partnership with children, parents and carers.

We work closely with families and other settings to ensure smooth transitions into Nursery, Reception, between year groups and on to junior school. Additional transition support may be provided for children with SEND, including extra visits, transition booklets, visual support and meetings with key staff.

We share relevant information with receiving settings, with parental consent, to ensure appropriate support is in place from the start. Parents and carers are involved throughout the transition process and have opportunities to discuss concerns and ask questions.

For pupils with an Education, Health and Care Plan (EHCP), transition arrangements are discussed as part of the annual review process to ensure their needs continue to be met.

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.

Training may include:

- Autism awareness,
- Speech, language and communication needs
- Attachment and trauma-informed practice
- ADHD
- Emotional literacy and self-regulation
- Precision teaching
- Sensory processing differences
- Medical needs

Behaviour and SEND

We recognise that a child's behaviour may sometimes be linked to their special educational needs or disability (SEND). When concerns arise, staff will consider whether a child's needs, communication differences, sensory needs or difficulties with self-regulation may have contributed to the behaviour.

We understand that not all behaviour incidents are related to SEND and each situation will be considered individually. Where appropriate, reasonable adjustments and supportive strategies

will be used to help children succeed and participate positively in school life.

Further information can be found in our **Behaviour Policy**.

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 reviewed next in Autumn Term 2027.***

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.

For external guidance, family support networks, and local support strategies across the county, view the resources hosted on the official Surrey Local Offer Directory:

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

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