

**Tillingbourne Junior School**  
**Special Educational Needs and Disability (SEND) Policy 2025-2026**  
**And SEND information report 2025 - 2026**

VISION:	VALUES:	RIGHTS RESPECTING SCHOOLS (RRS)	BEHAVIOUR
<p><b>At Tillingbourne we want children to:</b></p> <ol style="list-style-type: none"> <li>1. Love Learning</li> <li>2. Find their strengths and talents</li> <li>3. Achieve more than they thought possible</li> </ol>	<p><b>Children are successful at Tillingbourne School because they are:</b></p> <ul style="list-style-type: none"> <li>• Aspirational</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Curious</li> <li>• Confident</li> <li>• Caring</li> </ul>	<p><b>FOCUS RIGHTS</b></p> <ol style="list-style-type: none"> <li>1. The right to learn</li> <li>2. The right to be heard</li> <li>3. The right to be me</li> </ol>	<p><b>All children must be:</b></p> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

Review date: September 2026

### Introduction

Tillingbourne Junior School is a fully inclusive, right respecting school, where all staff recognise and celebrate that all children are special and all children have individual needs. Our duty is to meet these needs, so that all children can achieve as best they can.

### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### Support and Provision:

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum and the environment
- To ensure that children and young people with SEND are included in all the activities of the school alongside their peers, with reasonable adjustments made where required.

- To identify the roles and responsibilities of staff in providing for children with special educational needs
- To reduce barriers to progress by embedding the guidance set out in the SEND Code of Practice 2015 to ensure all learners make the best possible personal progress
- To use reasonable adjustments to ensure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adapted curriculum, to better respond to the four broad areas of need:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional Mental Health
  - Physical and Sensory
- To request, monitor and respond to parents’ and pupils’ views in order to evidence high levels of confidence and partnership
- To work in partnership with parents in supporting their child’s education to ensure that children have a voice, express their views and are fully involved in decision which affect their education
- To ensure a high level of staff expertise to meet pupils’ needs, through well-targeted continuing professional development
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils ([Supporting Pupils with Medical Conditions, DfE, 2017](#))
- To promote effective partnership and involve Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To help every child realise their full potential and optimise their self-esteem

**The SEND Policy will achieve its aims if:**

- Pupils are identified promptly via the graduated approach (Assess, Plan, Do, Review)
- There is ‘fluid’ movement of children on the SEND register
- Class teachers create effective SMART (Specific, Measurable, Achievable, Realistic, and Timely) targets that are evaluated termly and used to inform planning for children who are on the SEND register
- Parents have confidence in the school’s process
- Pupils have equity of opportunity to participate in extracurricular activities
- Pupils realise their full potential and optimise their self-esteem

## 2. Legislation and guidance

This policy and information report is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (s) and the SEND information report

In line with the Equality Act 2010, we ensure that pupils are not discriminated against because of their SEND or disability, and we are committed to anticipating and removing barriers to learning.

## 3. Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Ms G O'Meara who can be contacted on 01483 504384 or via email at [SENDCO@tillingbourne.surrey.sch.uk](mailto:SENDCO@tillingbourne.surrey.sch.uk)

The SENCO will:

- 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 infant schools and receiving schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- 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

#### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Provide challenge and support against the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Review and evaluate the SEND policy as an adhered to document

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO 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 SEND

#### **4.4 Class teachers**

Each class teacher is responsible for:

- 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 SENCO to review each SEND pupil's progress and development and decide on any changes to provision

### **5. SEND information report**

*This document also serves as the school's SEND Information Report as required by the SEND Regulations (2014).*

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, including those arising from autism, speech and language difficulties and developmental language delay.
- Cognition and learning, for example, mild to moderate learning difficulties, dyslexia, dyspraxia, memory and processing difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), children affected by adverse childhood experiences, emotionally based withdrawal from school activities
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy, diabetes

### **5.2 Identifying pupils with SEND and assessing their needs**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers 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 needs.

A range of more specific tests may be used by the SENCO or support staff to identify difficulties with specific children. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different actions.

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 through ordinarily available provision, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

Progress and feedback is regularly shared through termly meetings. In addition, parents can meet with class teacher/SENCO/head teacher to discuss their child's progress. These conversations ensure that:

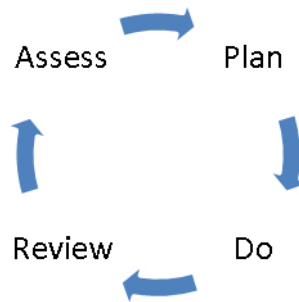
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If a child meets the criteria, alongside parental agreement, a pupil will be placed on the SEND register.

Curriculum updates are shared through newsletters, school website and curriculum evenings.

#### 5.4 Assessing and reviewing pupils' progress towards outcomes

The school will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



**Assess:** Teachers continually assess all children and plan for interventions as and when necessary. Assessments are carried out through a range of means such as personal discussion (parents/pupils/outside agencies), class work, general observations, progress made, screening tools and formal standardised assessment. These will support staff in the identification of expected outcomes/personalised learning journey.

**Plan:** Interventions are planned to achieve required targeted outcomes. School SEND Support interventions are planned by teachers with support from the SENCO and delivered by school staff with the relevant training. Additional advice may be sought from external agencies such as specialist teachers, autism outreach or educational psychologists. Clear achievable targets are set, and continually evaluated and discussed with appropriate next steps identified.

**Do:** Interventions are delivered, monitored and evaluated by the class teacher / teaching assistant using on-going formative, summative, holistic assessment and tracked on the year group provision map.

**Review:** Through professional discussions and planning meetings expected outcomes verses actual outcomes are discussed and altered where necessary to meet need. This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Pupil's progress in comparison to their peers and national data
- Views of parents
- Pupil's views

- Advice from external agencies, if relevant

The process will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Through regular review the teacher will ensure the effectiveness of the support and interventions and their impact on the pupil's progress.

**Pupils are supported through:**

- High quality teaching that is adapted to the curriculum to meet the diverse needs of all learners that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition to secondary school

- Through reasonable adjustments in the four broad areas of need:

❖ **Communication and Interaction**

- A language-rich environment with opportunities and time to talk and discuss learning;
- Pre-teaching of specific vocabulary;
- Adult and peer modelling use of language;
- Adapted curriculum delivery for example, visual resources structured routines, topic related word banks, writing frames
- Adapted use of language, including simplified language and reduced verbal input when appropriate

❖ **Cognition and Learning**

- Adapted curriculum through scaffolding, learning outcomes, simplified language/vocabulary, chunking of information, revisiting of previously visited learning, alternative resources, oral assessments to identify starting point/break down point, encouragement of note taking/diagrams to support recall;
- Collaborative group/paired work/research;
- Broad inclusive curriculum, including outside learning through the environment, trips and school visitors.
- Deploying Teaching Assistants (TA) effectively for encouragement of metacognition and scaffolding to independence (explicit teaching of learning strategies to develop independence and tackle tasks).
- Smaller group/individual work with Teaching Assistants/Teachers
- A range of interventions drawn from the Surrey County Council documentation including Ordinarily Available Provision for example, daily reading, phonics, Literacy for All, reading comprehension and fluency, vocabulary development, Colourful Semantics, Maths intervention, use of manipulatives and metacognition.
- Opportunities to revisit prior learning/skills

- iPad, Chrome Books and other IT devices and software to support reading, writing and maths skills

#### ❖ **Social, Emotional and Mental Health (SEMH)**

- As a holistic approach, the school is a Rights Respecting School
- Home School Link Worker (HSLW) – attached to the school to support parents;
- Access to an Emotional Literacy Support Assistant (ELSA) supporting children whose social and emotional needs are acting as barriers to their learning and impacting on their progress. These pupils are identified by teachers and parents and pupils can refer themselves;
- Social skills groups and ‘Buddies’ to support friendships;
- Personal, Social, Healthy, Citizenship and Emotional (PSHCE) lessons;
- Boxall profiling to identify higher level need
- Access to safe/ calm place where need identified

#### ❖ **Sensory and/or Physical needs**

- Appropriate classroom seating to minimise impact of visual/hearing impairment
- Various support aids for example foot rests, move ‘n’ sit cushions, writing slopes, cream coloured writing book, overlays, white boards, visualizers, keyboards, specialist computer programmes;
- Use of Information Technology;
- Ensure the whole school site is accessible to wheelchair users in accordance with the Accessibility Policy
- Advice sought from
  - outside agencies for example Physical and Sensory Support; Occupational Therapy; Physiotherapy

#### • **Ongoing monitoring through:**

- Classroom observation
  - Ongoing assessment
  - Work sampling and scrutiny
  - Teacher meetings with the SENCO
  - Pupil and parent feedback
  - Attendance and behaviour records,
- Personalised targets set in line with national outcomes to ensure high expectations in English and maths.
  - Pupils’ progress is tracked using the whole school tracking system . Pupils are discussed in termly progress meetings
  - Personalised interventions are tracked through year group tracking grids evaluated termly through the graduated response; Assess, Plan, Do and Review model:
  - If progress is still a concern then a referral may be made with parental involvement to outside agencies such as:
    - STIPS
    - Physical and Sensory Support (PSS)
    - Specialists in other schools e.g. Outreach Support

- Educational Psychologist (EP)
- Child & Adolescent Mental Health Service (CAMHS/Mindworks)
- Voluntary organisations

Should progress, following 'SEND Support', continue to cause serious concerns, the SENCO will discuss with parent carers and if agreed, gather advice from teachers, parents/carers, advisory teachers, Educational Psychologist and any other agencies as appropriate, in order to establish the evidence base and make a request to the Local Authority to carry out an Education Health and Care Needs Assessment (EHCNA). Statutory Assessment will only take place if a child's needs cannot continue to be met with the resources available to the school. An application is made to Surrey Local Authority who will decide. It is important to note that Statutory Assessment does not always lead to an Education Health Care Plan (EHCP). If the assessments leads to an EHCP being provided by Surrey Local Authority, it will specify the provision necessary to meet the needs of the pupil. Progress will be reviewed annually, in accordance with the Local Authority's procedures in an Annual Review meeting where all parties involved in the provision or care for the pupil are invited.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

A number of strategies are put into place to enable effective pupils' transition. These include:

Into Year 3:

- Meetings with Infant school SENCO and Year 2 teachers
- Structured additional visits, if required
- Social stories and photographs to support transitions
- Planned induction programme
- SENCO offers meetings to new parents
- School records will be requested

Into Year 7:

- Detailed discussion with secondary SENCO – parents may be invited to attend
- Pupils with an EHCP will discuss secondary placements at Year 5 Annual Review and new secondary SENCO will be invited to the Year 6 Annual Review
- A transition programme is implemented for all Year 6 pupils with specific adaptations for any SEND/EHCP pupils who may find transitioning challenging
- Extra visits are encouraged at the discretion of the secondary school SENCO

Although our pupils leave us at the end of Year 6, our provision supports the preparation for adulthood by promoting independence, self-advocacy, and resilience.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High Quality Inclusive Practice is clearly defined in the setting and all staff are expected to deliver this.

In making provision in school, we refer to the Surrey Local Offer document:

<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision#panel-8>

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met to ensure a fully inclusive environment:

- Robust Accessibility Plan where staff are mindful of the Equality Act 2010
- Adapted curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, accessibility to resources etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips, manipulatives, buff coloured backgrounds for reading
- Adapted teaching, such as longer processing times, pre-teaching of key vocabulary, reading instructions aloud, mind maps, word maps, pre and post teaching, opportunities to revisit taught skills.

## **5.8 Additional support for learning**

Teaching assistants are trained to deliver interventions such as:

- Attention and listening skills
- Colourful semantics – sentence structure
- Mind maps – topic based, story planning, showing knowledge and skill
- Pre-teaching skills
- Precision teaching – reading, phonics, maths
- Reading comprehension – inference, prediction
- Reading fluency – Tutoring with the Lightning Squad
- Literacy for All
- Phonics
- Word maps – development of vocabulary
- Language for Thinking – development of vocabulary and sentence structure
- Boost – diagnostic maths assessment
- Numberstacks – Maths focus in Years 3, 4 and 5
- Use of manipulatives
- Barrier Games

Teaching assistants will support pupils in small groups when delivering teacher focused interventions, to support with group discussions, to reinforce prior learning to support the pupil in making the connections.

More rarely, teaching assistants will support pupils on a 1:1 basis when working on specific personalised targets linked to their EHCP outcomes or where teachers feel the pupil requires more personalised support to practise the skill they have learnt in the lesson.

### **5.9 Expertise and training of staff**

The SENCO holds a Masters Degree in Education (SEN) and works 3 days a week to manage SEND provision. They can be contacted via the school office on 01483 504384 or by email [SENCO@tillingbourne.surrey.sch.uk](mailto:SENCO@tillingbourne.surrey.sch.uk)

The SENCO is supported by the highly experienced SENCO Assistant for 2 days per week.

All teachers are teachers of SEND. Teachers, Higher Level Teaching Assistants and Teaching Assistants receive regular training in the various areas of SEND:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism
- Sensory Processing
- Trauma-informed practice
- Colourful Semantics – sentence structure
- Precision Teaching
- Phonics –to support decoding and reading
- Literacy for All
- Dyslexia – memory, processing, visual overlays, chunking of information
- TAPS4 - Test of Auditory Processing Skills Product Range
- Dyscalculia – word problems, diagnostic reporting,
- Numberstacks
- Speech and Language - Word Maps, Mind Maps, Blank Level questioning, task planners
- Child protection and Safeguarding

### **5.10 Securing equipment and facilities**

We work closely with all agencies, internal and external to ensure pupil's individual needs are met and purchase resources such as specific reading books/schemes, easy grip pencils, rulers, overlays, manipulatives etc to ensure all pupils access learning

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions within 10 weeks to ensure outcomes have been met
- Discussion with teaching assistants and class teachers to monitor the transference of skills into the classroom
- Monitoring by the Leadership Team including the SENCO, Curriculum Leaders and the SENCO Assistant, including classroom observations, work scrutiny, learning walks, case studies, data tracking, talking to pupils, teacher discussions, parent meetings.
- Pupil feedback
- Provision maps to measure progress
- Termly meeting with parents

- Annual reviews for pupils with EHCPs

**5.12 Enabling pupils with SEND to engage in activities available to all pupils** All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs

All pupils are encouraged to go on residential trip(s) and reasonable adaptations are made to ensure maximum participation.

All pupils are encouraged to take part in extra school activities including sports day/school plays/special workshops, school council, playleaders.

No pupil is ever excluded from taking part in these activities because of their SEND or disability without every effort being made to uphold the principles of equity for all. All pupils are treated as equals and are given the same opportunities– no pupil should be disadvantaged because of their SEND need. The SENCO, class teacher and parents work closely to, wherever possible, ensure access to all activities in and outside of school.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are fully encouraged to be part of the school council, play leaders, environment committee, representatives of the school during open days/evenings, lead clubs for year 3 pupils, participate in school productions
- ELSA, ASC Lead provide 1:1, group sessions, in-class support
- PSHCE curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional, social and well-being knowledge
- Monitoring of attendance to take necessary actions to prevent unauthorised absence
- Pupil and Parental voice is monitored for effectiveness by the SLT, staff and Governors
- Access to Emotional Literacy Support, Home School Link Worker - 1:1 session, small group, parent's well-being
- Alternative small group opportunities within the school at playtimes

We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

We work with the following agencies to provide support for pupils with SEND:

- Specialist Teachers for Inclusive Practice (STIPS)
- Child & Adolescent Mental Health Service (CAMHS/Mindworks)
- Educational Psychologist (EP)
- SEN Case Worker
- Home School Link Worker (HSLW)
- Occupational Therapist (OT)
- Social Services (SS)

- Specialists in other schools e.g. Outreach Support such as Freemantles
- Speech and Language Therapist (SaLT)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical and Sensory Support (PSS)
- L-SPA– Surrey support for parents and teachers
- Surrey Local Offer <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the headteacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Parents of any pupil identified with SEND may contact SEND Advice Surrey <https://sendadvice.surrey.org.uk/> for independent support and advice.

National Parent Partnership Network (IAS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest IAS can be located via <https://cyp.iassnetwork.org.uk/>

The IAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ service is located here <https://www.ipsea.org.uk/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, may seek mediation from the regional mediation services. Information on this free service is located at <https://www.kids.org.uk/mediation-info>

Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. They can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available at <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

### **5.17 Contact details for raising concerns**

Complaints should be dealt through Surrey Complaints Policy, which has been adapted by the school.

### **5.18 The local authority local offer**

Surrey's Local Offer provides information, advice and support

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO and headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body

Signed: Gaby O'Meara SENCO

Dated: September 2025