



Witley C of E Infant School

Learn, love and flourish together

Special Educational Needs and Disability Policy

September 2025

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Special Educational Needs and Disability Policy

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Philosophy

At Witley C of E School we believe that each and every child should have the opportunity to reach their full potential and flourish. The school is committed to the integration and inclusion of all pupils and promoting their involvement in the whole of school life and all of our teachers are teachers of SEND.

The Special Educational Needs and Disability Policy at Witley C of E School has due regard to the Code of Practice (January 2015) which emphasises that the vision for children with special educational, mental health needs and disabilities should be the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

Definition

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

(SEND Code of Practice: 0-25 Years 2015.p.15)

Aims

Our school is committed to:

- Identifying all pupils with educational, developmental, physical, welfare and emotional needs and ensuring their needs are met.
- Ensuring that children with special educational needs and disabilities (SEND) have the opportunity to fully participate in all school activities.
- Responding to children's individual needs taking a needs rather than a diagnosis led approach
- Ensuring that appropriate resources and support are available for all pupils with special needs.
- Ensuring the early identification of and support for special education needs.
- Ensuring that there is effective communication between parents and school. Parents are informed of their children's special needs and provision and are encouraged to actively support their children's learning.
- Supporting professional development of all staff in Special Educational Needs and Disability
- Celebrating difference and diversity
- Promoting effective partnership working with outside agencies.

Organisation of Teaching and Learning

Teaching children with SEND is a whole school responsibility shared by all staff.

To achieve these aims we utilise:

- The expertise of class teachers, Special Educational Needs co-ordinator (SENCo) and the Headteacher.
- Learning support assistants working with teachers to support pupils who have special educational needs.
- A graduated response to meeting special educational needs in line with the current SEND 2015 Code of Practice and the Surrey SEND guidance documents including the [Ordinary Available Provision](#)
- Multi-agency colleagues including STIP (Special teachers for Inclusive Practice), Speech and Language Therapists, Occupational Therapists and Educational Psychologists.
- Full integration of pupils with SEND with their peers.
- Expectations of adaptations of work for pupils with SEND by process, support, outcome or by assessment.
- A range of resources useful for children with SEND and books/websites containing advice for staff and parents.
- Comprehensive assessment, recording and rigorous tracking procedures to correctly identify needs early and to monitor the pupils' progress.
- Ensure continuity of provision through intervention monitoring and individual provision mapping which evaluate the impact and cost effectiveness of group and individual provisions.
- A commitment to training for all staff through INSET and staff development opportunities.
- Additional group or individual support for SEND children through Individual Learning Plan (ILP) targets and the EHCP process, where appropriate.

The responsibilities of the class teacher are:

- To adapt work and provide appropriate resources so that pupils with special educational needs are able to access the Primary National Curriculum 2014 and EYFS Curriculum 2023 through quality first teaching.
- To ensure home learning, including spellings, is adapted to meet the needs of individuals.
- With the SENCo, provide and deliver special education provision and adaptive teaching which is additional to or different from that available to other pupils.
- To promote socialising and integration of pupils with SEND within the school.
- To identify pupils who may require additional support.
- To communicate and share planning effectively with Learning Support/Teaching Assistants to ensure appropriate provision is timetabled and provided within and where needed outside the classroom.
- To ensure Individual Learning Plans (ILPs) and reviews are written termly and discussed with support staff, pupils and parents. (assess, plan, do, review cycle)
- To ensure One Page Profiles are written and updated regularly for pupils with EHCPs.
- To ensure ILPs reflect the views of all involved.
- To ensure ILPs are successfully monitored and implemented.
- To inform parents of children's progress.
- To provide children with opportunities to contribute to reviews of their learning.

Under the direction of the class teacher, the responsibilities of the Learning Support/Teaching Assistant are:

- To give appropriate support to SEND pupils.
- To address designated targets as detailed in a pupil's ILP.
- To evaluate pupils' progress against ILP targets and One Page Profiles.
- To organise and run additional interventions as requested by the class teacher, SENCo or outside agencies.
- To keep accurate records of intervention group session and progress made by SEND pupils.
- To share with teachers and SENCo progress made by SEND pupils and raise concerns, if pupils are failing to make progress.
- To ensure vulnerable SEND pupils are socialising and integrating appropriately at break times.
- To promote independence of SEND children in all aspects of learning and school life.
- To ensure that they read teachers' planning to ensure that they have the information they need to be able support children and their learning effectively.

The Role of the Co-ordinator (SENCo)

The SENCo's responsibilities are:

- To ensure that the development of SEND reflects and enhances the school's philosophy and ethos.
- To co-ordinate and support the provision for all pupils who subject to an Education, Health and Care Plan (EHCP), receive SEN Support and monitor pupils who are at risk of 'slipping through the net'.
- To order and allocate resources where needed.
- To ensure that staff are kept up to date with new legislation and good practice.

- To monitor and evaluate the support and individual targets for SEND pupils to promote their performance and progress.
- To provide relevant training for teachers and learning support assistants and to direct staff towards appropriate training courses in SEND.
- To analyse internal and external data to measure progress of pupils with special educational needs. To identify strengths and address perceived weaknesses.
- To monitor the progress and attainment of all pupils' ILPs and Education Health Care plans (EHCP).
- To assess pupils identified by the class teachers and address the pupil's needs sharing information with staff and parents.
- To monitor and evaluate the effectiveness of the teaching of special educational needs by teachers and Learning Support/Teaching Assistants.
- To liaise with parents/ carers of children with SEND.
- To liaise with outside agencies to ensure that adequate support is provided for children with SEND.
- To arrange and lead annual reviews for pupils who have an EHCP.
- To support the transition to SEN support and EHCPs when applicable.
- To use standardised tests to assess SEND pupils in reading, mathematics and writing.
- To review and update the SEND register.
- To be responsible for the SEND budget.

Admission arrangement

The school provides for children with a wide range of abilities. Places for children with or without a special educational need are allocated in line with the whole school admissions policy.

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with

- a) the provision of efficient education for the children with whom he/she will be educated
- b) the efficient use of resources

This is in line with County Policy.

Identification and Assessment

The school is committed to early identification of special educational needs and adopts a graduated response based on an Assess, Plan, Do, Review cycle to meeting special educational needs. A range of evidence is collected through our assessment and monitoring arrangements.

We identify potential SEND by:

- Concerns raised by teachers, parents and outside agencies.
- Contact with previous schools, Early Years settings and support services in order to continue the child's provision with as little disruption as possible.
- Continually monitoring the children's progress.
- Where appropriate, an initial diagnostic assessment will be carried out on a pupil if it is deemed that he/she is not making satisfactory progress despite interventions put into place by the class teacher. The resulting report will be discussed with the parents and teacher.
- Assessment data for pupils on the SEND register is tracked termly by the SENCo and headteacher. Those pupils not making expected progress are discussed with class teachers

- Continual assessment and progress are recorded by all staff.
- Class teachers and LSAs keep records of provision and progress against ILP targets which are reviewed by the SENCo termly.
- Individual Support Plans are reviewed termly by the teacher, the Learning Support Assistants and the SENCo. Parents are involved in the review process and children are aware of their targets and given the opportunity to write a comment about their targets.
- One Page Profiles are used to identify what is important to and for the pupil to become a successful learner.
- Pupils with an EHCP have their progress reviewed at least annually at meetings with parents, staff and outside agencies, where involved.

External Support Services including alternative provision

Our school is part of the Godalming Learning Partnership where local schools work in partnership with services providing expertise and opening up facilities to each other and the wider community.

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. We engage with a variety of support services when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils, such as:

- Representatives from Children's Services,
- Health services,
- Surrey's STIP (Specialist Teachers for Inclusive Practice) team,
- Speech and Language services,
- Educational Psychology services,
- Freemantles Outreach services,
- Alternative provision (AP), where education takes place outside school, for pupils who do not attend mainstream school for reasons such as exclusion, behaviour issues, school refusal, short- or long-term illness.

Parent Partnership

We value parent participation and are in regular contact with parents who are informed as soon as the staff are aware of difficulties experienced by their child. Parents are encouraged to voice their concerns so that we can work together.

Along with the home school link worker, close links are maintained with all parents who are welcome to discuss issues to do with educational, emotional or social difficulties.

Further documents which support our SEND Policy:

Witley Safeguarding and Child Protection policy 2025

Witley SEND Information Report 2025

Witley SEND Provision Map 2025

End of policy