



SEND INFORMATION REPORT AND POLICY 2025-2026

Version history

<u>Date</u>	<u>Section</u>	<u>Changes made</u>	<u>Changes made by</u>
03/02/2026	2	If parents have concerns about their child's learning they know that they can talk to their child's Class Teacher, the (SENDCo) or the Head Teacher. Changed to: If parents have concerns about their child's learning they know that they should talk to their child's teacher in the first instance.	Sophie Ireland
03/02/2026	3	an opportunity to ask questions and an understanding of the role that they can play in supporting their child's education. Changed to: an opportunity to ask questions and an understanding of the role that they can play in supporting their child's education and well-being.	
03/02/2026	4	Further support may be offered to families at this point with the 'Helping Families Early' strategy being considered. https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/early-help Changed to: Further support may be offered to families at this point with the 'Families First Early help Strategy (2024-2027)' being considered. https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/early-help https://www.surreycc.gov.uk/_data/assets/pdf_file/0004/383575/Early-Help-Strategy-Families-First-2024-to-2027.pdf	Sophie Ireland
03/02/2026	5	make recommendations on how they can positively engage to support their child's learning, development and behaviour management. Changed to: make recommendations on how they can positively engage to support their child's learning, well-being, development and behaviour management.	Sophie Ireland
03/02/2026	5	can direct parents to local support groups such as the Parenting Puzzle through our local Children's Centre. Changed to:	Sophie Ireland

		can signpost parents to local in-person or on-line training.	
03/02/2026	7	Added: We use Surrey's Ordinarily Available Provision document to support this. https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/education-and-training/a-parent-carer-guide-to-ordinarily-available-provision-in-schools#section-5	Sophie Ireland
03/02/2026	7	At the level of Specialist SEND Support , sections 2,3 and 4 of the 'Surrey SEND Support Arrangements' form are completed. Changed to: At the level of Specialist SEND Support , sections 2,3 and 4 of the 'Surrey SEND Support Arrangements' form may be completed.	Sophie Ireland
03/02/2026	8	The school complies with the Equality Act 2010 to allow full wheel chair access to our school building. Changed to: The school complies with the Equality Act 2010 to allow wheel chair access to our school building.	Sophie Ireland
03/02/2026	10	Resources are allocated by need, with budgets closely monitored and when possible, linked to the school improvement plan. The interventions and resources for children with special educational needs are identified through careful monitoring of progress, to ensure we offer value for money. Changed to: The interventions and resources for children with special educational needs are identified and allocated through careful monitoring of progress, to ensure we offer value for money.	Sophie Ireland
03/02/2026	12	Designated members of staff are trained to support medical needs, however for acute cases such as anaphylaxis all staff receive appropriate training. Changed to: Designated members of staff are trained to support medical needs, however for acute cases such as anaphylaxis a wider number of staff receive appropriate training.	Sophie Ireland

1.The kinds of Special Educational needs that St John's CE (Aided) Infant School makes provision for.	Our mainstream, Church of England (Aided) School is inclusive, and fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: • Cognition and Learning; • Communication and Interaction; • Social, Emotional and Mental Health; • Sensory and/or Physical. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). When looking to name St John's on your child's EHCP, we would always encourage parents to firstly read our accessibility policy which is available on the school website and to visit our school to discuss how we can meet your child's needs.
2. The ways in which St John's CE (Aided) Infant School addresses policies for identifying children and with SEND and assesses their needs.	The Special Educational Needs Coordinator (SENDCo) is Mrs Sophie Ireland. She can be contacted by email sireland@stjohns-farnham.surrey.sch.uk or the via the school office 01428 713216 The school works within the framework of identification: • Assess; • Plan; • Do; • Review. We track provision for all children across each term and assess its effectiveness. This supports a robust system for appropriate and timely intervention. The school uses the Ordinarily Available Provision document published by Surrey to support staff in providing appropriate adaptations for pupils at all levels of need, across all subject areas. When pupils have a higher level of need we use Surrey's document 'Mainstream School (SEND) Banding Framework' to assess the level of need. This helps to give an indication that the right level of support is being provided, and to identify whether an Education Health and Care assessment should be sought. We have high expectations for all our children regardless of ability or need. Pupils are continually assessed against National Curriculum expectations and their progress tracked. Data is collected termly for each child's achievements in numeracy and literacy to make sure that they are progressing in line with their start of year predictions. Where pupils are achieving at a level below their age group in English or Maths we map progress especially carefully to ensure that gaps in learning can be addressed. We aim for every child to make good or better progress from their starting points. Staff regularly discuss any concerns in relation to all curriculum areas, as well as celebrating achievements. This is done both informally and through for example, achievement assemblies and Pupil Progress Meetings. Children's mental health continues to take a high priority with regular opportunities for staff to share concerns and highlight those who need additional targeted support. Rigorous planning and assessment allows the teaching staff to celebrate children's achievements as they happen, as well as discover gaps in learning or understanding, so that support can be given as soon as possible. Our tracking and data collection helps us to identify at an early stage those children who are not meeting expectations, so that support can be given. If parents have concerns about their child's learning they know that they should talk to their child's teacher in the first instance.
3.The arrangements our school makes for consulting parents of children with SEND and involving them in their child's education.	Pupil progress is regularly shared with all of our learners and their families. We provide a number of opportunities for parents/carers to meet with staff to discuss progress, such as parents' evenings and individual appointments. We encourage all parents to be active participants in their child's learning and school life. This is reinforced by the 'Marvellous Me' app that teachers use to share information with parents to celebrate academic achievements, good learning behaviours and to praise demonstration of the school's Christian values.

	Teachers make themselves available to parents at the beginning of the school day, or they can make appointments to meet at a mutually convenient time. Parents are frequently welcomed into school for class or whole school events. Teachers and parents may communicate in a variety of ways including face to face meetings, emails, telephone conversations and video calls. Ways in which families can support learning at home are communicated through a variety of means; these include curriculum meetings/ talks/workshops/pamphlets about the teaching of phonics, reading and numeracy, weekly newsletters, homework set via the learning platform Purple Mash, reading journals and our website. Through these, families can discover what is expected of their child and how they can best support their child's learning. If more regular contact is required for whatever reason, parents can make additional appointments with staff. We have parent review meetings for children who need extra support and where appropriate invite outside agencies to attend. These might include specialist teachers, educational psychologists, speech and language therapists or occupational therapists, and their presence helps to ensure that parents have a thorough overview of their child's progress, an opportunity to ask questions and an understanding of the role that they can play in supporting their child's education and well-being. Parent helpers are always welcome in school and to help on school trips. Parents are invited to contribute their opinions through a number of means including parent questionnaires. All parents are automatically members of our very active and successful Parent/Teacher Association (PTA) that raises money to help support the school. All the monies raised by the PTA go directly towards enriching our children's experience during their time at the school, except where the PTA raises money in collaboration with the school for the local and national charities we support. Parents are represented on our school Governing Body. Our Home School Agreement sets out our expectations for both children and parents. We expect all parents of children who attend our Forest School to support our Christian Distinctiveness and sign this agreement, so that together we are able to create and sustain a solid and successful partnership, which supports all of our families and nurtures all of our children, enabling them to flourish as happy, confident, independent learners.
4.The arrangements our school has for consulting children with SEND and involving them in their education.	The SENDCo liaises with key staff in the school where there are concerns about progress or engagement. Initial strategies are put in place in consultation with the pupil, and in line with the universal level of support and intervention (See document titled 'Assess, plan, Do, Review process'). This is done with reference to a pen portrait that is completed with the child and references what they like doing and how they learn best. If progress remains slow, a more detailed plan is implemented with school staff, parents and children being involved in gathering information to ensure that the child's difficulties are correctly identified and that targets are appropriate, achievable and take account of the child's preferred learning styles, and their background. Further support may be offered to families at this point with the 'Families First Early help Strategy (2024-2027)' being considered. https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/early-help https://www.surreycc.gov.uk/_data/assets/pdf_file/0004/383575/Early-Help-Strategy-Families-First-2024-to-2027.pdf
5.The arrangements our school has for assessing and reviewing children's progress towards outcomes, and opportunities for working with parents and children as part of this process.	See points 2 and 3 Additionally, as part of the 'Surrey SEND Support Arrangements' process we meet with parents to discuss the children's targets and how these will be achieved. Review meetings are held to assess progress towards achieving these targets and discuss future plans.

	Our SENDCo is also a trained Home School Link Worker (HSLW) who can support parents and make recommendations on how they can positively engage to support their child's learning, well-being development and behaviour management. We can support parents seeking advice on developing parenting skills and can signpost parents to local in-person or on-line training. We regularly share progress feedback with all our learners and their families and hold Parent Consultation Meetings each term. A written school report is provided at the end of each school year to keep children and their parents fully informed. Parents are always welcome to meet with staff to discuss their child's progress. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Parents are kept informed about the learning that has taken place during the week through weekly communication via 'Marvellous Me' which also includes suggestions for follow-up learning that can be carried out at home to consolidate learning. The school website provides detailed curriculum information describing the intent, implementation and impact of all subject areas.
6.The arrangements our school has for supporting children in moving between classes and phases of education.	We have a robust induction programme in place for welcoming new children to our setting as they start in our EYFS Class. We have very good relationships with our closest feeder settings and arrange school visits for all children who have accepted a place at our school, to ensure a seamless transition. When children have been identified as having additional needs we endeavour to arrange to visit them in their nursery settings and attend additional transition meetings for them so that we can be well prepared in meeting their needs. Parents are invited to a 'Welcome Meeting' in the term before their child starts. Parents are offered an individual meeting with the class teacher during the first few weeks of a child entering EYFS to help develop strong home/school relationships and support transition. Children who join the school at other times are invited to a taster day to help them settle, and school and class information is shared. Extra parental meetings will be held during this time and support given to the child to ensure the transition is as smooth as possible. Information will be sought from the child's previous setting to ensure continuity in learning. When children move between classes within our school, there is time given for teachers to meet with each other to discuss the needs and learning styles of all individuals coming into their class. When possible, children are also taught by the teacher to whom they are moving, in the term before transition. Children with additional needs such as Autistic Spectrum Condition (ASC) will have extra support with transition. This may include more contact with the new teacher, photographs and possibly a visual timetable detailing a typical day. We have developed good relationships with the settings our children move on to, and hold transition meetings with the teachers from our closest Junior schools. Pupils are often offered taster sessions by these schools. Additional visits can be arranged if they are needed to support pupils with additional needs.
7.Our school's approach to teaching children with SEND.	We adopt a graduated approach to meeting needs. The Universal level of support and intervention whereby our staff make reasonable adjustments to include all children, not just those with SEND, has a high profile in our school. We use Surrey's Ordinarily Available Provision document to support this. https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/education-and-training/a-parent-carer-guide-to-ordinarily-available-provision-in-schools#section-5

	School SEND Support is managed by the class teachers and may involve for example, some additional one-to-one support with reading, pre-teaching of skills or small group work with the Teaching Assistant (TA) who usually works with that class. Parents should be consulted at this stage and the child's views sought. A child receiving School SEND Support will be added to the school's special needs register. All Interventions will have planned outcomes and take place for set periods of time. Interventions are monitored to ensure they are effective and enable the child to make progress within the classroom. If a child does not make sufficient progress at School SEND Support, a different type of intervention will be put in place to address the specific need or barrier to learning. If progress is still not being made, in consultation between the child's teacher, the SENDCo, the Head Teacher, and the child and their family, it may be that Specialist Support is sought. At the level of Specialist SEND Support, sections 2,3 and 4 of the 'Surrey SEND Support Arrangements' form may be completed. The 'Surrey SEND Support Arrangements' (SSSA) form details the child's strengths and interests as well as their needs and barriers to learning. It is completed in partnership with the child and their family and is likely to involve input from outside agencies from Education, Health and/or Social Care. The SSSA form outlines targets for the child. These are achieved through focussed and highly tailored, time-bound interventions which are often delivered outside of the classroom with the child's targets also being supported within the classroom. If a child continues to make limited progress, advice will be sought from other professionals and a joint decision made as to whether an Education Health and Care Plan (EHCP) should be applied for. This will involve looking at the level of support that the child requires beyond the 'ordinarily available' and with reference to the 'Mainstream School (SEND) Banding Framework'. If a child is awarded an EHCP, this provides some additional funding to be used to help the child achieve their potential. The amount of additional support given will depend on the individual needs of the child. Class teachers are ultimately responsible and accountable for ensuring that recommendations set out in the EHCP are fulfilled. The SENCo's role is to liaise as necessary with other professionals involved, to identify training needs and offer support and advice to the teacher and learning support assistants in implementing the plan. . Parents are invited to discuss their child's individual plan (EHCPs or SSSA) with their class teacher and the SENDCo if required, and are also invited to regular review meetings to discuss their child's progress.
8.The adaptations our school makes to the curriculum and the learning environment for children with SEND.	The school complies with the Equality Act 2010 to allow wheelchair access to our school building. There is a Disabled Toilet with changing facilities and wheelchair access, and a stairlift to allow all children and parents to access all parts of the school. Where there are concerns of safety and access this may need further consideration to ensure needs are met. Any necessary arrangements for school trips will be included on risk assessments. Any necessary arrangements to allow access to the outdoor school environment, including Forest School will be made by the school where possible. This may necessitate liaison with Surrey's 'moving and handling' team. Children and parents/carers will also be consulted and involved in planning any adaptations when necessary. Class Teachers or office staff will personally ensure that parents, who are at the very early stages of acquiring English as an additional language, fully understand information about events etc. and that news provided in the weekly newsletter and class curriculum letters are communicated by telephone calls, face to face conversations or at arranged meetings. Parents who are at the early stages of acquiring literacy skills are also supported in the same way.

	For children who may have a lot of absence due to medical conditions, the class teacher will provide daily work and updates via email. In medical cases where the child has been hospitalised and unable to attend school or while convalescing, the Access to Educational (A2E) service will be involved to provide home/school teaching. Teachers skilfully plan to ensure all the children are able to access the learning at an appropriate level and make progress. All members of staff regularly monitor progress and reflect on this to plan the next best steps for learning. All of our Teachers, TAs and Higher Level TAs (HLTAs) fully understand the expectations of our Universal Provision and understand how this should be delivered in their class. Universal provision is monitored regularly by the SENDCo, the Head Teacher and Subject Leaders.
9. The expertise and training of staff to support children and with SEND, including how specialist expertise will be secured.	Our Special Needs Co-ordinator is a fully qualified and experienced teacher who has taught across the Primary Key Stages and has leadership experience. She holds the statutory qualification the 'National Award for Special Educational needs Coordinators' (NASENC). She is also a Deputy Designated Safeguarding Lead. All teaching staff are experienced in supporting children with Special Educational Needs and Disabilities, and all staff are offered regular training opportunities. We have access to specialist outside agencies such as Behaviour Support, Language and Learning Support (LLS), Speech and Language Support, Occupational Therapy, Child and Adolescent Mental Health Service accessed through 'Mindworks', Targeted Mental Health in Schools (TaMHS), and the Educational Psychology Service. We work in partnership with these agencies alongside our parents to support the different needs of our children. We also make use of Outreach Support from Freemantle's School for children on the autistic spectrum. All staff attend annual safeguarding training. New staff complete online NSPCC course and PREVENT training. The Teacher is the Designated Safeguarding Lead (DSL). On appointment the DSLs undertake interagency training (SSCB modules 1 & 2) and also undertake the DSL 'New to Role' and the 'Update' Course every 2 years. The safer recruitment training is up to date with key staff and governors. The SENDCo attends regular networking meetings for SENDCos including those run by Surrey Education Authority and those run by the Diocese of Guildford. Class Teachers and Teaching Assistants are trained in a range of interventions to help children with specific needs including: ELKLAN, Phonological Awareness, Developing Written Language Skills, The Five Minute Box, precision teaching, benchmarking and Number Stacks. We also have a member of staff who is trained as an Emotional Literacy Support Assistant (ELSA). She has regular supervision to support her in her role.
10. How our school evaluates the effectiveness of the provision made for children with SEND.	The interventions and resources for children with special educational needs are identified and allocated through careful monitoring of progress, to ensure we offer value for money. The Head Teacher and SENDCo carry out learning walks and observations of provision which include reviewing how provision is delivered, and helps in maintaining standards through rigorous quality assurance. Individual Learning Plans show the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective, both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be provided. This is then put into action through the school development plan.

	Standardised Assessment tools are used both to identify learning needs and track progress.
11. How children with SEND are enabled to engage in all activities with children and young people in the school who do not have SEND.	Every child should be encouraged to participate as far as possible in all activities both inside and outside of the classroom. If there are additional safety or access concerns, these are supported through risk assessments, adjustments to the activity and careful consideration. Parents are consulted and involved in the planning process, as partners, ensuring that children's individual needs are met and so that everyone can be involved or participate. It also provides reassurance to parents that their child's particular needs are being catered for. For children with medical conditions, medicines that are given by the GP are stored in the school office and administered at the right times by the school's administration officer, following our 'supporting children with medical needs' policy. Individual care plans may be drawn up to ensure that medical conditions that do not necessarily require medication are considered, and accommodated across the curriculum. (See also our school accessibility plan which can be found on the school website under the heading Special Educational Needs).
12. How our school supports improving emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND, and measures to prevent bullying.	We have a friendly nurturing environment where everyone is respected and valued. Our Christian ethos encourages all to have 'Enquiring minds and open hearts'. Every child knows that they can talk to any member of staff should they need to. All staff are regularly reminded of our policies for dealing with sensitive issues and the policies are regularly reviewed and updated by both staff and Governors. We have a caring staff team who provide a high standard of pastoral support. We work hard to develop positive and supportive relationships with our pupils and their families. Designated members of staff are trained to support medical needs, however for acute cases such as anaphylaxis a wider number of staff receive appropriate training. Our policies define our expectations regarding behaviour and attendance and we celebrate positive behaviour https://www.stjohns-farnham.surrey.sch.uk/key-information/policies We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence, including the involvement of Governors and the Inclusion Officer, at an early stage. All of the children in our school have the opportunity to learn in our Forest School. We have a School Council and a worship committee that to enable the children's views to be represented. The SENDCo has access to outside behaviour support advice for behaviour management in school. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Any incidents of bullying (including homophobic or racial) are recorded.
13. How our school involves other bodies, including Health and Social Care, Local Authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families.	Planning meetings are ideally held at least annually with the school's Specialist Teacher for Inclusive Practice, the school's link Educational Psychologist and the school's link Speech and Language Therapist. Priorities are agreed and collaborative working ensures a graduated, appropriate response to assessing and addressing pupil's needs. Where it is agreed that a higher level of support is required for a pupil, the pupil and their parents are consulted and consent sought so that agencies are able to work together in supporting the overall development of the child. As St John's CE Infant School is located near the border with Hampshire. Children with additional needs who live in Hampshire, often attend our school. When pupils who live in Hampshire have or need an EHCP, the SENDCo liaises with the Hampshire SEND department to ensure that pupils' needs are met. Children who live in Hampshire but do not have an EHCP are entitled to Specialist Support from Surrey Education Authority.

	Staff are trained and experienced in supporting children with special educational needs. We have access to specialist outside agencies such as Behaviour Support, Language and Learning Support (LLS), Speech and Language Support, Occupational Therapy, REMA (Race, Equality and Minority Achievement), the Educational Psychology Service, Social Services, Educational Welfare Officer and A2E (Access to Education) for very sick children. Our link mental health worker has also been very helpful. We work in partnership with these agencies, alongside our parents, to support the different needs of our children. We also work closely with other schools at which siblings attend when the need arises (e.g. accessing the Home School Link Worker to work with families). Early Help Assessments are carried out when the needs arise. Our school has access to Surrey's Family Information Service and the Local Offer on-line when considering the support that is required, as well as to advice from professionals at Surrey's 'Children's Single Point of Access' (C-SPA) and at the 'Learners' Single Point of Access' (L-SPA).
14. Our school's arrangements for handling complaints from parents of children with SEND about the support provided.	In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCo may become involved and a meeting convened to discuss the nature of the complaint, and look for a resolution to the issue. Our SENDCo is Mrs Sophie Ireland. She can be contacted by email sireland@stjohns-farnham.surrey.sch.uk or the via the school office 01428 713216 A copy of the school's complaints procedure, 'Complaints Policy and Procedure' can be found on the school website https://www.stjohns-farnham.surrey.sch.uk/key-information/policies The complaints procedure outlines the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey Information, Advice and Support Service (SIASS) on special educational needs and disability (SEND).