

Special Educational Needs and Disabilities Policy 2025-2026

Written By: Monika Dennemont

Date: December 2025

Next Review: Autumn 2026

Adoption of this Policy (November 2025)

The Senior Leadership Team (SLT) acknowledge that at the point at which this policy is adopted, certain elements of this policy will, by necessity, be aspirational in nature. All members of staff are encouraged to seek guidance from the SLT in the event that they have questions on any aspect of the policy. The SLT are committed to providing appropriate training to all staff members in support of this policy over the coming months and years. However, and for the avoidance of doubt, the core elements of this policy, in particular the "Rights, responsibilities and beliefs", apply from the moment the policy is adopted. The SLT encourage all members of staff to familiarise themselves with this policy and to ask questions as required.

COMPLIANCE

This policy complies with the statutory requirement laid out in the [SEND Code of Practice: 0–25 years](#) (DfE & DoH, January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE Feb 2013);
- SEND Code of Practice: 0–25 years (DfE & DoH, January 2015);
- Schools SEN Information Report Regulations (2014);
 - * The Thames Ditton Infant School Information Report is published annually on the school website and reviewed by Governors. It is distinct from this policy.
- Statutory Guidance on Supporting children at school with medical conditions (April 2014);
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014);
- Teachers Standards 2012.

AIMS

At Thames Ditton Infant School (TDIS), both in the mainstream school and in The Nest, our Unit for Children with Autism Spectrum Condition (ASC) and Social Communication needs, we aim to ensure that all children receive an education tailored to their individual needs, which promotes high standards, and enables them to fulfil their potential. We are also committed to supporting each child's successful transition into further education, in line with the Code of Practice (6.1).

SEND POLICY OBJECTIVES

At Thames Ditton Infant School (TDIS), our SEND policy aims to:

- Identify and support all children with Special Educational Needs and Disabilities (SEND).
- Operate in accordance with the SEND Code of Practice: 0–25 years (DfE & DoH, January 2015), ensuring that our procedures and provision meet statutory guidance.
- Adopt a Person-Centred approach in assessing, planning, and reviewing support for children with SEND, placing each child's individual needs, views, and aspirations at the heart of decision-making.
- Ensure clear leadership and accountability by maintaining a designated Special Educational Needs and Disabilities Co-ordinator (SENDCo) and a Nest Manager, supported by the Headteacher, to implement and monitor the SEND policy effectively.
- Define how the school provide guidance, support, and professional development for all staff to ensure they can meet the needs of children with SEND and provide inclusive learning environments.
- Lay out the policy to promote successful transitions for children with SEND, both within school (e.g., between classes or units) and into future education settings, in line with statutory guidance.
- Explain / document how TDIS review, amend and improve SEND provision regularly to ensure it continues to meet the needs of children and complies with national expectations.

Our vision and values underpin everything we do and are at the heart of daily life at our school.

OUR VISION:

- Thrive - We nurture happy, healthy and confident learners.
- Discover - We encourage curiosity and a love of learning.
- Inspire - We celebrate creativity, individuality and ambition.
- Succeed - We support every child to achieve their very best.

OUR VALUES:

Our school values guide the way we learn and grow together. They help children develop resilience, positive relationships, and a sense of responsibility:

- Honest- We tell the truth and act with integrity.
- Resilient - We keep trying, even when things are challenging.
- Independent - We take responsibility for our own learning and choices.
- Kindness - We show care, compassion and empathy for others.
- Respect - We value ourselves, each other and our environment.
- Co-operation - We work together as a team, supporting and encouraging one another.

OUR MOTTO:

“Loving Learning and Growing Together”

THE SPECIAL EDUCATIONAL NEEDS COORDINATOR:

The School SENDCo is Monnika Dennemont. The SENDCo holds a National Award for SEN Coordination and has allocated non-contact time to fulfil statutory responsibilities.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS, INCLUDING DISABILITY

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support (In line with Code of Practice 6.15).

SEND AREAS OF NEED

**Aligned with Surrey Local Offer*

Children may have additional needs across one or more of the following broad areas, as reflected in [Surrey's Local Offer](#):

- **Communication and Interaction**
Support may be needed with expressive, receptive, or social communication. This can include challenges with speech and language, difficulties in interacting socially, or relating to others. Examples include speech and language delay and ASC.
- **Cognition and Learning**
A child may experience a learning difference that affects how they acquire knowledge and skills in comparison to their peers. This can be in a specific area (e.g., reading, numeracy) or more general learning access. This may involve conditions such as dyslexia, dyscalculia, or other learning difficulties.
- **Social, Emotional and Mental Health**
Some children require support with emotional regulation, behaviour, social interaction, or mental wellbeing. This may involve anxiety or attention-related needs, which can present in a variety of ways.
- **Sensory and/or Physical Needs**
Children may have needs related to sensory processing, physical access, vision or hearing differences, or other sensory and physical needs that require support. These needs can include sensory impairments or physical difficulties requiring specialist support or equipment.

A formal medical diagnosis is not required for a child to be identified as having SEND in order to receive support in school. SEND is defined by the need for additional educational provision, which may be identified through observations, professional assessments, or progress monitoring, whether or not a diagnosis exists.

SEN AND DISABILITY

Children have special educational needs if they have a learning difficulty or disability that calls for Special Educational provision to be made for them as defined by the Code of Practice 6.15. Not all children with a Special Educational Need (SEN) are considered disabled, and not all disabled children have SEN. **SEN** refers to a child's learning difficulties or disabilities that require additional or different support to enable them to access education effectively. **Disability**, as defined under the [Equality Act 2010](#), refers to a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Children may have both SEN and a disability, particularly where the disability affects learning.

Examples include:

- Sensory impairments that require specialist equipment or support;
- Neurodivergent conditions, such as ASC or ADHD, which affect learning and daily life;
- Physical disabilities requiring adaptations or additional support in school.

Behavioural difficulties do not automatically mean a child has SEN and should not be the sole reason for registering a child as having SEN. However, behaviour may be an indicator of underlying need and should prompt further investigation. Likewise, a lack of progress or low attainment should be considered alongside other evidence, including the quality of teaching and any targeted interventions, before concluding that a child has SEN. Persistent distressed, withdrawn, or disruptive behaviours do not indicate SEN on their own. Schools should explore underlying causes, such as undiagnosed learning needs, communication difficulties, mental health concerns, or external factors, rather than assuming SEN based on behaviour or low attainment in isolation.

Children whose first language is not English require particular care in assessment. Difficulties arising solely from English as an additional language do not constitute SEN, although some children may have SEN alongside language acquisition needs.

As a School we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- We **must** make reasonable adjustments, including providing additional support, equipment and services where needed, to ensure that disabled children are not placed at a substantial disadvantage compared with their peers. This duty is anticipatory, meaning we must consider in advance what disabled children may require and what adjustments may be needed to prevent any disadvantage.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the [school website](#).

IDENTIFICATION

Class teachers continually monitor the progress and wellbeing of all children. Pupil progress is formally reviewed every half term in Pupil Progress meetings with teachers and the SLT, including the SENDCo, alongside ongoing day-to-day assessment.

In line with the SEND Code of Practice: 0–25 years, if a class teacher observes that a child is making less than expected progress and/or has lower than expected engagement in learning, given their age and/or individual circumstances, they will seek to identify the underlying cause by completing the SEND Concern Form (Appendix 1e). This may relate to any of the four areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical Needs.

Indicators that a child may require additional support include:

- Progress that is significantly less than expected compared with peers starting from a similar baseline;
- Rates of progress that are not in line with the child's previous achievements;
- Persistent gaps in attainment between the child and their peers;

- A child appears distressed frequently;
- A child is reluctant to attend school.

The identification process is the first step outlined in the school's SEND Processes Flowchart (Appendix 1a), which ensures that both staff and parents/carers are informed and actively involved at each stage of identification and support.

The SEND Code of Practice outlines a Graduated Response to children's needs, recognising that there is a continuum of need matched by a continuum of support. This response involves actions that are additional to or different from the school's usual differentiated curriculum and teaching strategies. As part of this process, a child may be added to the SEND Support Register following consultation with parents/carers, in line with the school's SEND Processes Flowchart. This register is an internal school record, not a national database, and is used solely to manage and track the support provided to children within the school.

The SEND Support Register is managed by the school SENDCo, who is responsible for overseeing SEND processes, coordinating interventions, monitoring progress, and providing guidance and training to staff to ensure that every child's needs are met effectively. Class teachers remain responsible for the progress and development of all children in their class, including where children access support from teaching assistants or specialist staff.

If a child is making evident and sustainable progress, they may be removed from the SEND Support Register. This decision will take into account the views of the class teacher, SENDCo, child's parents/carers, and any other professionals involved. If agreed, records will be retained until the child leaves the school and passed on to the next setting. The child will continue to be monitored through the school's regular monitoring procedures, such as Pupil Progress meetings. If further support is needed, the procedures in this policy will be followed.

Children on the SEND Support Register are supported through SEN Support Plans (SSPs). These are school-based plans that do not replace or replicate Education, Health and Care Plans (EHCPs). SSPs follow a structured cycle to ensure that targets, strategies, and progress are regularly reviewed and updated:

- Autumn (October): Targets set by class teachers and discussed with parents/carers.
- Spring (February): Review of Autumn targets, new targets set, and parent/carer meeting.
- Summer (June): Review of Spring targets and discussion of progress with parents/carers.
- Summer (July): Transition meetings with new class teachers/new settings to suggest new targets.

Targets are written in child-friendly language to promote a Person-Centred approach, helping children to understand and engage with their own goals. They include Pupil Voice and Parent/Carer Voice to ensure that children and their families are actively involved in the process (example in Appendix 1f).

TRANSITION ARRANGEMENTS

Each child with SEND in school will have a Pupil Passport recording their strengths, needs, outcomes, support strategies, and any involved professionals. It is a live document, regularly reviewed and updated by class teachers, who also record progress. Pupil Passports are shared with parents/carers, children, and relevant professionals to ensure a consistent, transparent and collaborative approach. They form part of the transition arrangements from year to year and/or to new settings.

EARLY IDENTIFICATION

As an Infant School, we recognise that early identification and early intervention are critical in securing positive long-term outcomes for children with SEND. In the Early Years Foundation Stage (EYFS), staff closely monitor children's development across all areas of learning in accordance with the EYFS Statutory Framework.

IDENTIFICATION IN EYFS

Children's development is assessed through:

- Liaison with pre-school settings, nurseries and childminders;

- Ongoing formative assessment and professional observation;
- Reception Baseline Assessment;
- Review of the EYFS Profile, where applicable;
- Communication and language monitoring;
- Discussions with parents and carers;
- Consideration of any existing professional reports or identified needs.

Where concerns are identified, staff consider whether a child is making less than expected progress given their age and individual circumstances. Particular attention is given to communication and language development, social interaction, play skills, early literacy and emotional regulation, as these areas can be indicators of additional need.

Where a child requires additional support, appropriate provision is implemented promptly through high-quality, differentiated teaching and targeted interventions. If concerns persist, the school initiates the Graduated Response (Assess–Plan–Do–Review) in partnership with parents and carers (see below).

Interventions may include:

- Targeted language and communication support;
- Social skills or play-based interventions;
- Structured early literacy or numeracy programmes;
- Environmental adaptations to support sensory or physical needs.

Parents/carers are fully involved in planning and reviewing support, and their knowledge of the child is central to decision-making.

The school works collaboratively with external professionals where appropriate, including Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Health Visitors and other Early Years services. This ensures that support is timely, coordinated and responsive.

Strong transition arrangements are in place for children entering Reception with identified SEND. Information is gathered from previous settings and professionals to ensure continuity of provision from the outset.

GRADUATED RESPONSE TO NEEDS

At TDIS, we follow the graduated response outlined in the SEND Code of Practice: 0–25 years (January 2015), alongside guidance from the Surrey Local Offer. These approaches recognise that children’s needs exist on a continuum and that support should be proportionate and responsive.

The Graduated Response follows a four-stage cycle: Assess → Plan → Do → Review:

- **Assess:** Gather evidence about the child’s strengths, barriers to learning, and needs, drawing on teacher observations, assessments, and parental input.
- **Plan:** Identify targeted strategies, interventions, and support required to meet the child’s needs.
- **Do:** Implement the planned support, which may involve class-based strategies, additional interventions, or specialist input.
- **Review:** The child’s progress is regularly monitored, the effectiveness of provision evaluated, and provision adapted to meet their needs. Provision may be increased, modified, or reduced based on evidence of impact and the child’s progress.

This process is ongoing and iterative, ensuring that interventions remain effective and that support is increased, adapted, or reduced according to the child’s progress. Parents/carers are fully involved at each stage, and all actions are documented and tracked internally by the SENDCo, in line with Surrey’s guidance. The Graduated Response applies to all children including those with SEND, from those requiring additional classroom support to children with EHCPs, ensuring that provision is tailored to each child’s needs.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT (EHCNA)

If a child's needs cannot be met through Ordinarily Available Provision (OAP) and/or the school's Graduated Response, the school may request an Education, Health and Care Needs Assessment (EHCNA). This assessment considers the child's educational, health, and care needs and determines whether an Education, Health and Care Plan (EHCP) is required. Requests for an EHCNA are made in consultation with parents/carers and involve the SENDCo, class teachers, and any other professionals supporting the child. Once the school has established that an EHCNA is required, a request will be made by the school to Surrey County Council, who will provide parents/carers with a detailed timeline of what happens at each stage of the process.

If the school does not agree that an EHCNA is necessary, parents also have the legal right to request one directly. Further information about ECNAs and EHCPs can be found via the [SEND Local Offer](#).

SPECIALIST SUPPORT (E.G. EDUCATIONAL PSYCHOLOGIST, SPEECH AND LANGUAGE THERAPIST, MINDWORKS SURREY, OCCUPATIONAL THERAPIST)

The SENDCo may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The child's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and carers, and teaching staff supporting the child in the same way as other SEND support.

THE NEST – SPECIALIST PROVISION FOR CHILDREN WITH ASC AND SOCIAL COMMUNICATION NEEDS

The Nest is TDIS's specialist provision for children with ASC and Social Communication needs. It forms an integral part of the school's inclusive approach and operates in partnership with Surrey County Council.

Purpose and Ethos

The Nest provides a structured, supportive environment for children whose needs cannot be fully met through OAP alone. It enables children to:

- Access a personalised and adapted curriculum;
- Develop communication and interaction skills;
- Build emotional regulation and independence;
- Access mainstream learning opportunities where appropriate;
- Develop positive peer relationships within both the Nest and the wider school community.

The Nest reflects the school's vision of ensuring that all children thrive, discover, inspire and succeed.

Admission Arrangements

Places within the Nest are allocated by the Local Authority in accordance with Surrey's specialist provision processes. Children admitted to the Nest will typically:

- Have an Education, Health and Care Plan (EHCP);
- Have ASC and/or significant social communication needs identified as a primary area of need;
- Require a specialist environment and structured support to access learning.

Admission to the Nest is determined by the Local Authority, not by the school directly.

Provision and Curriculum

Children in the Nest access:

- A highly structured learning environment;
- Visual supports and communication systems tailored to individual need;
- Small group and individual teaching;

- Explicit teaching of social communication and interaction skills;
- Support for sensory processing and emotional regulation.

Where appropriate, children are supported to access mainstream classes for part of the day. Inclusion is carefully planned and reviewed to ensure that each child's needs are met while promoting independence and belonging within the wider school community.

Provision is aligned with the child's EHCP outcomes and is detailed within an individual provision map. The Graduated Response (Assess–Plan–Do–Review) remains central to practice.

Staffing and Leadership

The Nest is led by the Nest Manager, who works closely with the SENDCo and Headteacher. Staff within the Nest have experience and training in supporting children with ASC and social communication needs. Ongoing professional development ensures that practice reflects current research and local authority guidance.

Monitoring and Review

Progress for children in the Nest is monitored through:

- Ongoing assessment (B2);
- Provision mapping;
- Termly review of SEND Support Plans (where applicable);
- Annual Review meetings for children with EHCPs;
- Pupil Progress meetings with the SLT.

The impact of provision is reported to governors as part of the school's SEND monitoring cycle.

Through the Nest, the school ensures that children with complex communication and interaction needs receive specialist support while remaining valued members of the whole school community.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that children at school with medical conditions, should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice: 0–25 years is followed. The school follows advice from various external agencies regarding the support of children at school with medical conditions and the full Managing Medicines and Medical Needs policy is available on our website. All procedures are followed accordingly, and all records are updated, as required.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are expected to undertake training and development. All class teachers and teaching assistants undertake an induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children. Staff training needs will be discussed at this stage, and both class teachers and teaching assistants will be made aware of training opportunities and allocated time to undertake training that relates to working with a child with SEND.

The school's SENDCo regularly attends the Surrey SENDCo network meetings to remain up to date with local and national SEND developments.

ROLES AND RESPONSIBILITIES

Provision for children with SEND is a responsibility shared across the whole school.

- The **Headteacher** is responsible for the overall management of the school, including SEND, keeping governors informed, and ensuring that resources are deployed effectively to meet children's needs.

- The **SENDCo and the Nest Manager** oversee the day-to-day operation of the SEND policy, coordinating support and interventions, liaising with staff, parents, and external agencies, maintaining records, and supporting staff in identifying and meeting children’s needs.
- **Class teachers** are responsible for providing high-quality, inclusive teaching, adapting the curriculum to meet the needs of all children, including those with SEND, and monitoring and reviewing progress in collaboration with the SENDCo, parents and carers, and children.
- **Teaching assistants** support the implementation of SEND provision, working alongside class teachers and the SENDCo to ensure inclusion, monitor progress, and contribute to planning and interventions.

Together, all staff ensure that children with SEND are included in school life, receive appropriate support, and are able to achieve their potential.

STORING AND MANAGING INFORMATION

Documents relating to children on the SEND Support register will be stored securely in the SENDCo’s office. Where digital systems are used to record information about children, access will be restricted, secure logins will be required and data will be General Data Protection Regulation (GDPR) Compliant. SEND records will be passed on to a child’s next setting when they leave TDIS. The school operates a confidentiality policy which applies to all written child records. This policy is available on our website.

ACCESSIBILITY

The school admits children with SEND in line with the Admissions Policy. Children with EHCPs naming the school are admitted. Under the Equality Act 2010, schools have a duty to improve access for disabled children over time through the implementation of an Accessibility Plan. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The school’s Accessibility Plan is available on the school website and updated on an annual basis.

COMPLAINTS

The school has a complaints procedure which includes complaints about SEND provision. The Complaints Policy can be found on the [school website](#).

DEALING WITH ISSUES RELATED TO BULLYING AND SUPPORT FOR VULNERABLE LEARNERS

Children with SEND can be especially vulnerable. This is fully explored in our Child Protection and Safeguarding Policy and Anti Bullying Policy which are both available on the school’s website. Our processes, monitoring and reporting systems are outlined within these policies.

ENGAGEMENT WITH PARENTS and CARERS

The school is committed to working closely with parents/carers to support the learning and wellbeing of children with SEND. Engagement includes:

- Opportunities for parents/carers to meet class teachers during Parents’ Evenings.
- An open-door policy, allowing parents and carers to meet with the Headteacher, Deputy Headteacher/SENDCo, and the Nest Manager.
- Convening Team Around the Family (TAF) meetings when a child’s or family’s needs are identified as significant, ensuring parents and carers are fully involved and supported.

The school also monitors and evaluates the impact and outcomes of interventions in collaboration with parents/carers, and staff, to ensure that support is effective and responsive to each child’s needs.

MONITORING, EVALUATION AND GOVERNANCE OF SEND PROVISION

The Governing Body has strategic oversight of SEND provision within the school. A designated SEND Governor is appointed to monitor effectiveness of SEND provision and ensure that statutory duties are fulfilled.

The SEND Governor:

- Reports regularly to both the Safeguarding and Wellbeing Committee and the Curriculum and Data Committee.
- Leads the governor review of the SEND policy and related SEND documentation prior to approval by the Safeguarding and Wellbeing Committee, Curriculum and Data Committee and ultimately the Full Governing Body.
- Works in partnership with the Headteacher and SENDCo to evaluate the quality and impact of SEND provision across the school.

Formal SEND monitoring visits take place at least twice per academic year. These visits may include:

- Meetings with the SENDCo and senior leaders;
- Discussion of provision mapping and intervention impact;
- Review of anonymised pupil progress data;
- Learning walks and discussions with staff;
- Evaluation of compliance with statutory responsibilities.

In addition to specific SEND monitoring visits, SEND forms an integral part of all other governor monitoring activities including safeguarding, curriculum, well-being and data reviews. This ensures that SEND provision is not viewed in isolation but is embedded within the wider strategic development of the school.

Progress data for children with SEND is analysed and reported to governors through the Curriculum and Data Committee. This enables governors to:

- Understand the attainment and progress of children with SEND compared to their starting points;
- Evaluate the effectiveness of interventions and targeted provision;
- Monitor progress towards outcomes for children with EHCPs and those receiving SEND Support;
- Provide appropriate challenge and support to school leaders.

Through this structured monitoring cycle, governors ensure that SEND provision is effective, inclusive, and aligned with the school's strategic priorities, and that resources are used efficiently to improve outcomes for children with SEND.

SEND FUNDING

The school is committed to ensuring that funding allocated for SEND is used effectively, transparently and in line with statutory guidance to secure the best possible outcomes for children.

Notional SEN Budget

The school receives a delegated budget which includes a notional SEN budget. This funding is used to provide support for children identified as requiring SEND Support. The notional SEN budget contributes towards:

- High-quality, inclusive classroom teaching (Quality First Teaching);
- Targeted small-group and individual interventions;
- Deployment of teaching assistants and specialist staff;
- Staff training and professional development;
- Specialist resources and equipment;
- Assessment tools and screening programmes.

The school is expected to fund the first £6,000 of additional provision required to meet a child's special educational needs from its delegated budget, in line with national funding arrangements.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Where a child has an EHCP, additional top-up funding is provided by the Local Authority to meet the provision specified in Section F of the EHCP.

For each pupil with an EHCP:

- A detailed provision map is developed, based on the outcomes and provision outlined in the EHCP.
- Funding is allocated to deliver the specified provision, which may include specialist staffing, therapeutic input, structured interventions, or specialist equipment.
- Provision and impact are reviewed at least annually through the EHCP Annual Review process, or more frequently where required.

The school ensures that EHCP funding is used specifically and appropriately to secure the agreed outcomes for the individual child.

MONITORING AND ACCOUNTABILITY

The Headteacher and SENDCo are responsible for overseeing the allocation and impact of SEND funding. The impact of provision is monitored through:

- Pupil progress meetings;
- Intervention reviews;
- Provision mapping;
- EHCP Annual Reviews;
- Governor monitoring through the Curriculum and Data Committee.

The designated SEND governor receives reports on SEND funding and its impact as part of the school's monitoring cycle. This ensures that resources are used efficiently and that spending decisions are linked directly to improved outcomes for children with SEND.

Through careful planning, monitoring and review, the school ensures that SEND funding is deployed strategically and equitably to meet the needs of all children with SEND.

ADDITIONAL INFORMATION

You may also wish to obtain further information on the School's website regarding the School Offer, Local Offer and other useful SEND related resources:

[Surrey Local Offer - Surrey County Council](#)

[Ordinarily Available Provision \(schools\) - Surrey County Council](#)

surreychildandfamily.co.uk

[SEND Advice Surrey](#)

[British Dyslexia Association](#)

[National Autistic Society](#)

[SUPPORTING PARENTS](#)

[ADHD UK](#)

LINKED POLICIES AND DOCUMENTS:

- Accessibility Plan
- Relationship policy
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Managing Medicines and Medical Needs policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Touch and Acceptable Forms of Intervention Policy

APPENDICES

Appendix 1a: TDIS SEND Processes Flowchart

Appendix 1b: Graduated Response to Needs – Pupil Voice

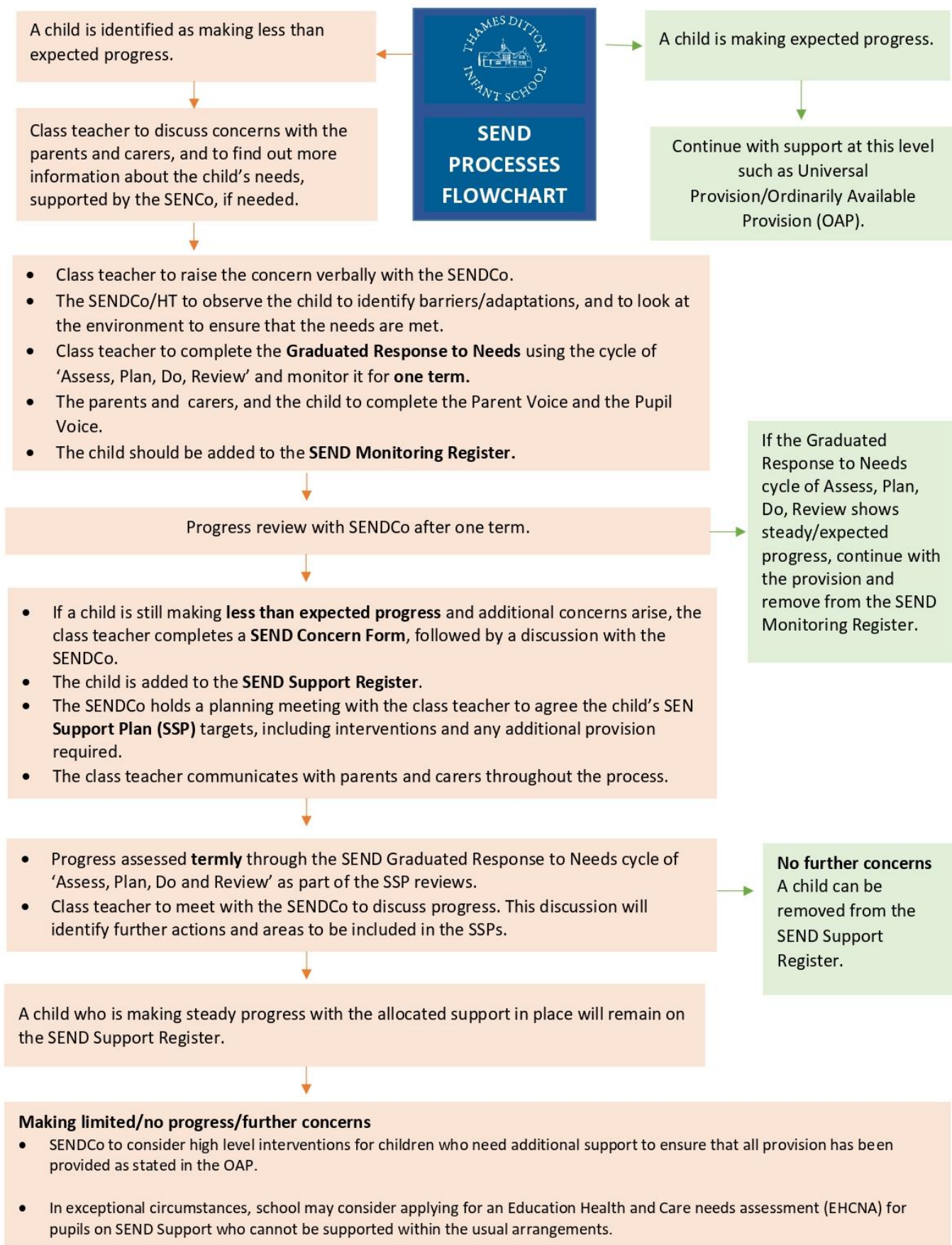
Appendix 1c: Graduated Response to Needs – Parent/Carer Voice

Appendix 1d: Graduated Response to Needs – Planning Frame

Appendix 1e: SEND Concerns Form

Appendix 1f: SEND Support Plan

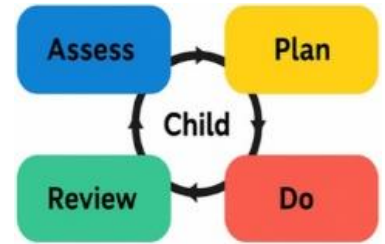
Appendix 1a: TDIS SEND Processes Flowchart



Appendix 1b: Graduated Response to Needs – Pupil Voice



**SEND GRADUATED RESPONSE TO NEEDS
'ASSESS, PLAN, DO, REVIEW'
PUPIL VOICE**



Name:	
Year Group:	
Date:	

What do you do well outside of school?

What do you do well at school?

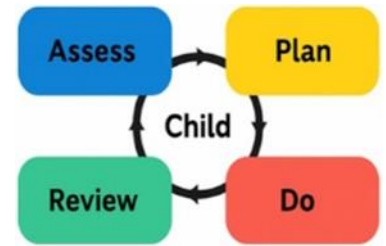
What do you think school could do to help you with your learning?

Are you worried about anything? Who can you talk to, if you are worried?

Appendix 1c: Graduated Response to Needs – Parent/Carer Voice



**SEND GRADUATED RESPONSE TO NEEDS
'ASSESS, PLAN, DO, REVIEW'
PARENT/CARER VOICE**



Name:	
Year Group:	
Date:	

What would you like us to know about your child e.g. their strengths, interests/likes/dislikes?

What are the things that can help your child learn? What makes it difficult for your child to learn?

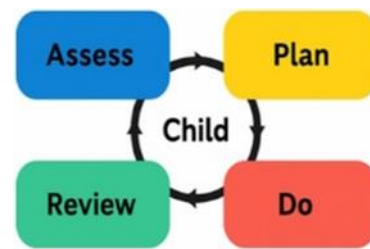
What is your opinion of your child's progress over the last year, including any concerns you may have. How long have you had these concerns?

Have there been any other factors which may have affected your child's progress at school which you feel need to be considered e.g. moving house, bereavement, illness?

Appendix 1d: Graduated Response to Needs – Planning Frame



SEND GRADUATED RESPONSE TO NEEDS 'ASSESS, PLAN, DO, REVIEW'



Name:	
Year Group:	
Class Teacher:	

Assessment date:		Strengths:	
Review date:			
Spoken to parents on:		Area of needs/ barriers of learning:	

<p>ASSESS: What you know about the child through observations and assessments? <i>E.g. cannot focus for more than 5 minutes in Maths</i></p>	
<p>PLAN: What small steps are you going to work on? <i>Identified areas for improvement e.g. attention and sensory needs</i></p>	<p>Step 1.</p> <p>Step 2.</p> <p>Step 3.</p>
<p>DO: How will you action the small steps and who will be involved? <i>QFT strategies e.g. tasks broken down into small steps, learning breaks</i> <i>Interventions e.g. Lego Therapy</i></p>	<p>Step 1.</p> <p>Step 2.</p> <p>Step 3.</p>
<p>REVIEW: Has your plan been effective and what has changed?</p>	<p>Step 1.</p> <p>Step 2.</p> <p>Step 3.</p>

Appendix 1e: SEND Concerns Form



SEND CONCERNS FORM

Please forward to:

mdennemont@thames-ditton-infant.surrey.sch.uk

Date of referral	Class Teacher	Class	
Name of pupil	D.O.B	Area of concern:	✓
		Communication and Interaction	
		Cognition and Learning	
		Social, Emotional and Mental Health	
		Sensory and Physical	

Assessment		
Reading	Writing	Maths

<p>Strengths of the child</p>
<p>Barriers to learning</p>
<p>What have you put in place for this child to date? <i>(Assess, Plan, Do, Review cycle, including Interventions, and any discussions with parents)</i></p>
<p>Following observations and assessments of the child, what has been the impact of the strategies already used in class?</p>

LANGUAGE AND LITERACY

	✓ No concern	✓ Area of concern <i>(please provide details of the concern)</i>
Writing <i>(Letter formation, spelling, sentence structure, handwriting, fluency)</i>		
Reading <i>(Phonics, sight vocabulary, fluency and confidence, comprehension)</i>		
Speaking and Listening <i>(Fluency, confidence, ability to follow instructions, discrepancy between oral reading and writing skills)</i>		
Speech and Language <i>(Speech patterns of impediments, limited communication with peers and adults, expressive and receptive language skills)</i>		

MATHEMATICS

<i>Counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money</i>		
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COGNITION AND LEARNING

<i>Concentration, co-operation, work completion rate, independence, dependent upon staff support, barriers, processing and retaining information, understanding verbal and non-verbal cues, literal interpretation, commenting/questioning, prompt dependency</i>		
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COMMUNICATION AND INTERACTION

<i>Self-esteem, confidence, organisational skills, flexibility of thought, empathy, coping with change, generalising knowledge, withdrawn, isolated, anxious, symbolic, imaginative, turn taking, motivators, managing unstructured time, social language, playing/working cooperatively</i>		
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SOCIAL, EMOTIONAL AND MENTAL HEALTH

<i>Disruption to others, frequently out of seat, general off-task behaviour, makes noises, physical behaviour towards others or property, leaving the classroom, notable responses, eye contact, agenda driven, withdrawn, isolated, bullied, dependent on adult support</i>		
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SENSORY AND/OR PHYSICAL NEEDS

<i>Co-ordination, gross and fine motor control, pencil grip, balance, coordination, body awareness, self-care skills, hearing, visual, tactile, sensitive to texture, lights, noise, touch, busy environments, appears to have lots of energy, appears withdrawn</i>		
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MEDICAL NEEDS

<i>List any medical conditions /needs which could affect learning, periods of hospitalisation</i>		
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OTHER FACTORS

<i>List any other factors which could affect learning. e.g. family circumstances, transfer between schools</i>		
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OUTCOMES

<p>What outcomes are you hoping for following this referral?</p> <ul style="list-style-type: none">• Outcome 1:• Outcome 2:• Outcome 3:

PARENTAL INVOLVEMENT

Parents/Carers informed	Concerns shared with parents/carers	Parent/Carer consent for addition to the SEND Support Register (if applicable)
Yes/No	Date:	Yes/No

Class Teacher

Name:
Signature:

Parents/Carers

Name:
Signature:

SEN Support Plan (SSP)

Pupil name	Start date	Review date	Plan number
		June 2026	

PUPIL VOICE

What I enjoy and like	What I find difficult	What helps me learn	People who help me
I enjoy playing games with my friends and joining in group activities.	I sometimes find it hard to start learning in class on time.	A visual timer, pictures, and clear steps help me know what to do next.	My teacher and teaching assistant remind me to wait, show me how to take turns, and help me to get ready.

My target 1 (I will...)	What it looks like when I can do it (<i>Impact measures</i>)	What will help me achieve this (<i>Activities and resources</i>)	Person responsible	Impact of support and next steps (<i>Target met / partly met / not met</i>)
I will complete my morning routine by myself within 10 minutes of coming into class on three out of five mornings .	I can get ready in the morning by: - hanging up my coat, - putting my bag away, - and putting my water bottle in the box by myself on three out of five mornings.	Step-by-step visual chart, adult modelling, verbal encouragement.	Mrs D – Mondays, Tuesdays, Wednesdays and Thursdays. Miss S - Fridays	The child has made progress by completing parts of the morning routine independently, such as hanging up their coat. However, they still need prompts to complete the remaining activities, including putting their bag and water bottle away. Continue to use visual prompts and step-by-step guidance. If needed, break the target down to focus on one aspect, such as putting the bag away independently.
My target 2	What it looks like when I can do it (<i>Impact measures</i>)	What will help me achieve this (<i>Activities and resources</i>)	Person responsible	Impact of support and next steps (<i>Target met / partly met / not met</i>)

My target 3	What it looks like when I can do it <i>(Impact measures)</i>	What will help me achieve this <i>(Activities and resources)</i>	Person responsible	Impact of support and next steps <i>(Target met / partly met / not met)</i>

PARENT/CARER VOICE

What are things that can help your child learn?	What is your opinion of your child's progress over the last year, including any concerns you may have. How long have you had these concerns?	Have there been any other factors which may have affected your child's progress at school which you feel need to be considered

SIGNED

Date	Parents/Carers	Class Teacher	SENDCo

REVIEWED AND SIGNED

Date	Parents/Carers	Class Teacher	SENDCo