



THAMES DITTON INFANT SCHOOL
Children and Families Act 2014

SEND Information Report
Autumn 2025 – Autumn 2026

This SEND Information Report forms part of Surrey County Council's Local Offer for children and young people with Special Educational Needs and Disabilities (SEND).

This report is reviewed annually and updated sooner if required

Introduction to Special Educational Needs

At Thames Ditton Infant School (TDIS), we are committed to ensuring that all children can access learning and participate fully in school life. High-quality, inclusive teaching is our first step in supporting every child to reach their potential. Some children may require additional or different support to meet their learning needs. A child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that calls for educational provision that is additional to, or different from, that provided for other children of the same age.

Children's needs may fall into one or more of the following areas:

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

The Headteacher, Mrs Leach, has overall responsibility for the school's provision for children with SEND. The Deputy Head for Inclusion and SENDCo, Mrs Monika Dennemont, leads the coordination of SEND support across the school, working closely with staff, parents/carers, and external agencies to ensure children's needs are met and progress is monitored. Mrs Karen Lita, the Nest Manager, oversees the Unit for Children with Autism Spectrum Condition (ASC) and Social Communication Needs, managing day-to-day provision for children in the Nest and supporting their inclusion and learning.

1 - How does Thames Ditton Infant know if my child needs extra help?

- Class teachers continually monitor children's progress across all areas of the curriculum. Early identification is a priority, and staff are alert to any concerns in line with the school's SEND Processes Flowchart. A combination of assessments, observations, and progress data is used to identify additional needs and celebrate achievements.
- If a child may have SEND, the school arranges a meeting with parents/carers to discuss observations and agree next steps. Parents/carers are fully involved in planning support, reviewing progress, and addressing barriers to learning. They are encouraged to share concerns or observations with the class teacher, and, where needed, further discussions involve the SENDCo to ensure the child receives the right support.
- The school maintains strong links with local nurseries and junior schools to support smooth transitions into Year R and Year 3, including for children with SEND. Staff have extensive experience in supporting a wide range of needs to ensure every child can access learning and reach their potential.

2 - How will I know how Thames Ditton Infant supports my child?

- TDIS is a mainstream, inclusive school with The Nest, a specialist Unit for Children with ASC and Social Communication Needs.
- We work in line with the [SEND Code of Practice \(2015\)](#) to ensure high-quality identification and support for children with SEND. We also follow [Surrey's Local Offer](#) and [Surrey's Ordinarily Available Provision \(OAP\) guidance](#) to make sure every child receives the right support at the right time.
- Children with SEND may have a SEND Support Plan (SSP), developed collaboratively by the class teacher, SENDCo, and parents/carers. SSPs outline targets, strategies, and support and are tailored to a child's progress and needs; they do not replace Education, Health and Care Plans (EHCPs).
- The SENDCo is available to support staff and meets termly with class teachers to review and refine SEND Support Plans (SSPs), monitor the impact of interventions, and address any emerging concerns. Targets are specific, measurable and written in child-friendly language to promote understanding, ownership and engagement. SSPs incorporate Pupil Voice and Parent/Carer Voice, ensuring that children and their families are meaningfully involved in planning, reviewing and evaluating provision.

- The school audits staff skills and training to ensure class teachers and teaching assistants have the expertise to meet children's needs.
- The Governing Body has a SEND Governor who works with the SENDCo to monitor provision and ensure statutory compliance.
- For children with more complex needs, additional support may be requested through an Education, Health and Care Needs Assessment (EHCNA). If approved, an EHCP is issued, detailing the child's needs, provision, outcomes, and funding. Where further support or placement changes are required, the school and parents/carers may request an early review with the Local Authority.

3 - How will the curriculum be matched to my child's needs?

- At TDIS, Quality First Teaching is the foundation of our approach, with an emphasis on adaptive teaching to meet the needs of all learners. High-quality, inclusive teaching is the first step in responding to children who have or may have SEND. Class teachers plan and deliver lessons using OAP guidance to create an inclusive learning environment.
- When a child has been identified as having SEND, teaching approaches and learning expectations are adapted to meet their individual needs. Class teachers use a range of strategies, such as visual supports, breaking tasks into manageable steps, and scaffolding learning. Learning tasks are adapted to promote understanding and participation. Any specialist tools or equipment outlined in a child's SEND Support Plan (SSP), such as a Chromebook for typing, are provided where appropriate.
- Some targets on an SSP, for example speech and language programmes, may involve specific 1:1 or small-group sessions outside the classroom, delivered by a Speech and Language Assistant.

4 - How will I know how my child is doing and how will you help me to support my child?

- Progress for children with SEND Support Plans (SSPs) is reviewed and shared three times a year through dedicated SSP meetings with parents/carers. In addition, Parents' Evenings provide further opportunities to discuss progress and next steps, including how learning can be supported at home. Wider curriculum updates and guidance are shared through [newsletters](#) and the [school website](#).
- TDIS hosts curriculum evenings and learning events to help parents/carers understand year-group expectations and how best to support their child's learning and development.
- Where needed, a Home-School Communication Book may be used to maintain regular contact, for example, to share information about a child's wellbeing or progress.
- The school values close collaboration with parents/carers and works in partnership with external agencies, including the Home School Link Worker (HSLW), to provide consistent and coordinated support for children and families.

5 - What support will there be for my child's overall wellbeing?

- Safeguarding procedures apply to all children, including those with SEND, and staff are particularly vigilant to additional vulnerabilities that some children with SEND may experience.
- At TDIS, all children are encouraged to discuss any concerns with a trusted adult, such as their class teacher, teaching assistant, the Headteacher, or the Deputy Head for Inclusion and SENDCo.
- Our HSLW also offers emotional support and works with children, parents/carers to promote wellbeing.
- Staff receive regular training through INSET sessions and follow school policies and procedures, which are reviewed and updated by the Headteacher, Deputy Head for Inclusion, and Governors to ensure consistent implementation across the school.
- For children with medical needs, a Healthcare Plan is completed by parents/carers and shared with relevant staff.
- Staff receive training as required, including Epipen administration, paediatric first aid, and responding to epilepsy.
- All staff are first aid trained, and medicines are stored and administered in line with the Supporting

Pupils with Medical Conditions policy.

Additional support for well-being includes:

- Use of the Zones of Regulation to help children recognise and manage emotions and self-regulation;
- A dedicated Wellbeing Room, providing a calming environment for children needing additional emotional support;
- Training for relevant staff to meet medical needs, with whole-staff training where appropriate;
- A zero-tolerance approach to bullying, addressing both causes and behaviours;
- Regular monitoring of attendance, with timely action to prevent persistent absence;
- A strong commitment to learner voice, encouraging children to share their views in a variety of ways;
- A values-based approach that promotes well-being and respect for others;
- A flexible and responsive approach that adapts provision to meet children's changing needs;
- A Relationships Policy to promote positive, respectful relationships and support children in developing social and emotional skills;
- A Mental Health and Wellbeing Policy to guide school practice and support.

6 - What specialist services and expertise are available at or accessed by the school?

- TDIS staff receive regular training, and all class teachers hold Qualified Teacher Status (QTS).
- The school has well-established partnerships with professionals across health and social care, including:
 - Speech and Language Therapy;
 - Specialist Teacher for Inclusive Practice (STIPS) team;
 - Occupational Therapy;
 - Mindworks Surrey (emotional wellbeing and mental health service);
 - Autism Outreach Service (for children with, or awaiting, an ASC diagnosis);
 - School Nursing Team.
- Where external support is needed, parents/carers are consulted, and consent is obtained before referrals proceed.
- External professionals not referred through Surrey County Council complete safeguarding procedures before working in school.
- The HSLW works closely with children and their families to provide targeted support.

7 - What training have the staff supporting children and young people with SEND had or are having?

- The SENDCo is a qualified teacher and holds the National SENCo Award (NASENCo).
- Best practice is shared across the school and with partner schools through the Schools Alliance for Excellence (SAFE) and SENDCo networks.
- SEND is integrated into the school's annual strategic training programme, and staff receive ongoing training to meet universal, SEND Support, and Specialist SEND needs.
- All staff are kept up to date with statutory requirements and current guidance.

8 - How will my child be included in activities outside the classroom including school trips?

- Risk assessments are completed for all trips, and parents/carers are consulted where safety or access may be a concern.
- Individual needs are identified on risk assessments and shared with staff responsible for health and safety.
- Children with significant SEND or medical needs may be supported with specialist equipment, one-to-one support, or the involvement of parents/carers to ensure full participation.

9 - How accessible is the school environment?

- TDIS follows Surrey County Council's Admissions Policy. The school does not discriminate against children with disabilities and makes reasonable adjustments to ensure equal access to education in line with the Equality Act 2010.
- TDIS has a full Accessibility Plan and provides an inclusive, accessible environment for all children by:
 - Anticipating and removing barriers to learning and participation;
 - Making reasonable adjustments in line with the Equality Act 2010;
 - Promoting equality, diversity and inclusion across the school community;
 - Providing wheelchair access and accessible toilet facilities;
 - Reviewing accessibility regularly and planning improvements where needed;
 - Working in partnership with parents/carers to identify and meet individual access needs;
 - Supporting families who speak languages other than English to ensure effective communication;
 - Maintaining low-stimulation classroom environments to support focus and regulation;
 - Providing access to a Wellbeing Room to support emotional regulation;
 - Securing specialist equipment through EHCP funding where required.

10 - How will the school prepare and support my child to join the school or transfer to a new setting in the next stage of education?

- TDIS has a robust induction programme for new learners and families:
 - Pre-induction visits to nurseries by the EYFS team, induction visits for all learners, information sessions for parents/carers, and a staggered intake;
 - For children with SEND joining Year R, additional meetings with the school and nursery SENDCos, extra visits, and photograph books to familiarise children with the environment and staff;
 - For children transferring to Key Stage 2, close collaboration with junior school SENDCos, extra visits, support staff introductions, and photograph books;
 - Monitoring of all children's needs and sharing information during transitions;
 - Strong relationships with feeder and receiving schools, with parents/carers actively involved in pre- and post-transition processes;
 - Transfer of all relevant information to the next setting when children leave.

11 - How are the school's resources allocated and matched to children's special educational needs?

- The Headteacher, Governors and the School Business Manager oversee financial matters and monitor resource allocation.
- Resources are allocated to support both school-wide strategic aims and individual learners, including teaching assistant support, physical resources, and adaptations to the premises.
- Equipment and resources are purchased to meet children's specific needs, and the needs of the cohort are reviewed annually to determine additional interventions.

12 - How is the decision made about what type and how much support my child will receive?

- The SENDCo, working with children, parents/carers, and staff, considers suitable provision before deciding on support.
- The Headteacher and Governors are involved in strategic discussions.
- Parents/carers are invited to attend termly SSP meetings to discuss, develop, and review targets.
- Quality First Inclusive Practice is expected of all staff.

- Additional support is provided only after consultation with staff, the child, and their families, typically following Pupil Progress or SEND Review Meetings.
- All interventions have defined outcomes, are monitored for impact, and are overseen by the SENDCo.
- Children, parents/carers are actively involved in writing SSPs, which include Pupil Voice and Parent/Carer Voice opportunities for parent/carers contributions during SSP meetings.
- The effectiveness and impact of SEND provision is reviewed termly through analysis of pupil progress data, review of individual outcomes, provision mapping, pupil voice, and governor monitoring meetings with the SENDCo.
- Support at SEN Support follows the Assess–Plan–Do–Review cycle, ensuring provision is regularly reviewed and adapted in response to the child’s progress.

13 - How are parents/carers involved in the school? How can I be involved?

- TDIS values partnership with parents/carers through two-way communication to support each child’s learning, needs, and aspirations.
- The school has an open-door policy, and staff are approachable to ensure effective communication.
- Parents/carers can contribute in many ways, including termly open mornings and afternoons, annual Celebration of Achievement events, parent/carers helper opportunities, and workshops sharing curriculum information.
- Families can join The Friends of TDIS to support fundraising and school activities.
- Volunteer parents/carers assist in reading support, classroom activities, trips, and fundraising events.

14 - Who can I contact for further information?

- In the first instance, parents/carers are encouraged to speak with their child’s class teacher.
- Other members of staff who can provide support include:
 - Headteacher: Elspeth Leach
 - Deputy Headteacher for Inclusion and SENDCo: Monika Dennemont
 - The Nest Manager (Unit for children with ASC and Social Communication Needs): Karen Lita
- For guidance or enquiries, the school office can put you in touch with the most appropriate member of staff: <mailto:office@thames-ditton-infant.surrey.sch.uk>
- The school’s [Complaints Procedure](#) is available on the website or on request from the office. It explains the formal process the school follows when handling complaints.
- If parent/carers remain dissatisfied following the school’s complaints procedure, they may seek advice from Surrey’s SEND Information, Advice and Support Service (SENDIASS) or request mediation through the Local Authority where appropriate.

15 - What should I do if I am considering whether this is the right school for my child?

- For all admissions queries or SEND-related enquiries, please contact the School Office, who will be able to direct you to the appropriate member of the school team: office@thames-ditton-infant.surrey.sch.uk
- For further information, please refer to the [school website](#).